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Data were assembled concerning the many factors affecting school enrollment in the city of Englewood, New Jersey. The data were analyzed and estimates were made of future enrollment trends. These data and analyses were related to the disposition of obsolete school buildings and the need for new school facilities.

Detailed consideration is given to the population characteristics of the city, land use, industrial and business characteristics, the school system, finances, the impact of metropolis, and a projection of enrollments. A discussion of racial imbalance reveals its basic characteristics, features of the school plant related to racial imbalance, proposals for dealing with the problem, and findings of fact and guidelines for future policy. (Numerous maps, charts, and tables are appended.)

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ENGLEWOOD

ITS PEOPLE
AND ITS SCHOOLS

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FEBRUARY 1962

ENGLEWOOD, ITS PEOPLE AND ITS SCHOOLS

A REPORT

to

THE BOARD OF EDUCATION

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February 28, 1962

THE ENGLEWOOD BOARD OF EDUCATION

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Theodore B. Van Itallie, M.D.

Mrs. Louise R. Grabow

THE CITY

A Definition

> A municipal corporation occupying a definite area and subject to the State from which it derives its powers and for which it exists as an arm of local government.
>
> Webster's Unabridged Dictionary

Practical Disillusionments

What aileth thee now,
That thou are wholly gone up to the housetops?
Thou that art full of stirs
A tumultuous city, a joyous city.

Isaiah 22: 1-2

> And when he was come near, he beheld the city and wept over it.
>
> Luke 19:41

The Patriots' Dream

O beautiful for patriots' dream that sees beyond the years
Thine alabaster cities gleam undimmed by human tears.

Katherine Lee Bates

Letter of Transmittal

To the Board of Education
Englewood, New Jersey

Dear Sirs and Madam:

I herewith present to you the report of the depth study of school enrollment which in April, 1961, you authorized and directed me to make. The report is given the title Englewood, Its People and Its Schools.

The report is based upon a comprehensive assembly of data which presents a composite profile of our City and its people. The report contains projections of school enrollment together with a list of unpredictable variables which will affect the enrollment. As an aid in planning, there is also included suggestions of means of early identification of the development of any of these variable forces. Finally, the report contains a discussion of various proposals for dealing with the problem of racial imbalance in the school enrollment. This discussion includes first a statement of certain basic consideration and of practical details which must be taken into account.

It is hoped that all sections of the report will be useful to the Board and the people of the City as aids in formation of public policy.

This report has been unique in the role which consultants have played in assisting in its formulation and in shaping its final form. Ordinarily school superintendents have no time to coordinate surveys so that studies of this nature are usually given over in full to an agency or an institution. In this study the primary responsibility was fixed with the school superintendent and he was given, through the consultants, the ablest of professional help in the disciplines of political science, sociology, and human relations - areas of organized knowledge which impinge most directly on the problems to be solved. This combination of disciplines and the manner in which they were brought to bear upon the problems, represent, I believe, an unusual approach to the conduct of research in the field of education and which significantly enhance its value.

I cannot speak too highly in praise of Professor Robert C. Wood, Professor Robert Gutman and Professor Dan W. Dodson named in the order in which they were brought into the study. Each has outstanding competence in his respective discipline. Each has a record of dealing effectively with practical problems of local affairs. Each has established considerable reputation in his respective discipline, and the attachment of their names to this report gives it great dignity and authority. The topics, the manner of presentation, and the recommendations have been developed in an essentially frank but congenial atmosphere. There has been apparent general agreement on the main elements of the report, with the understanding that I take responsibility for errors of ommission and commission and for the direction of the final typing and assembly for presentation.

Appreciation is expressed to the Board of Education for their consideration and understanding during the preparation of the report.

Sincerely yours,

Harry L. Stearns
Harry L. Stearns
Superintendent of Schools

February 28, 1962

ACKNOWLEDGEMENTS

John Holliday, Assistant Superintendent of Schools has made it possible for the Superintendent to conduct the study by relieving him of all administrative detail during the current school year to date. The principals, supervisors and teaching staff have contributed by continuing an effective performance in the schools and the classrooms, and by their attitude of consideration and understanding of the Superintendent's preoccupation with the study.

Mrs. Mildred Wood, Secretary to the Superintendent contributed beyond the call of duty in assembling data; and Miss Lillian Bopp, likewise as Secretary to the Superintendent, also went beyond the call of duty in the arduous task of typing and retyping the preliminary pages of the report, the tables and charts which it contains, and the final printing and assembly.

Gratitude is expressed to Mr. Marshall L. Umpleby, of the Englewood School for Boys, Miss Helen R.H. Nichol of the Dwight School, Miss Constance Chilton, of the Elizabeth Morrow School, for supplying data of enrollments in their respective schools; also to Father Hubert McCarren, pastor of St. Cecilia's Church, Sister Angeline of St. Cecilia's High School, and Sister Loretta Mary of St. Cecilia's Grammar School for enrollment data from the parochial schools.

Gratitude is expressed to Mr. Eugene S. Fisher, City Auditor, Mr. Warren E. Voorhees, City Health Officer, Mr. Norman C. Loder, City Tax Collector, and Mr. William T. McGill, Assistant City Engineer for supplying data from their respective offices.

The wives and families of the superintendent and the consultants were patient and understanding during the arduous task of preparation.

Finally, appreciation is expressed to Princeton Seminary and the Speer Library for providing a quiet place where the draft of the report could be prepared.

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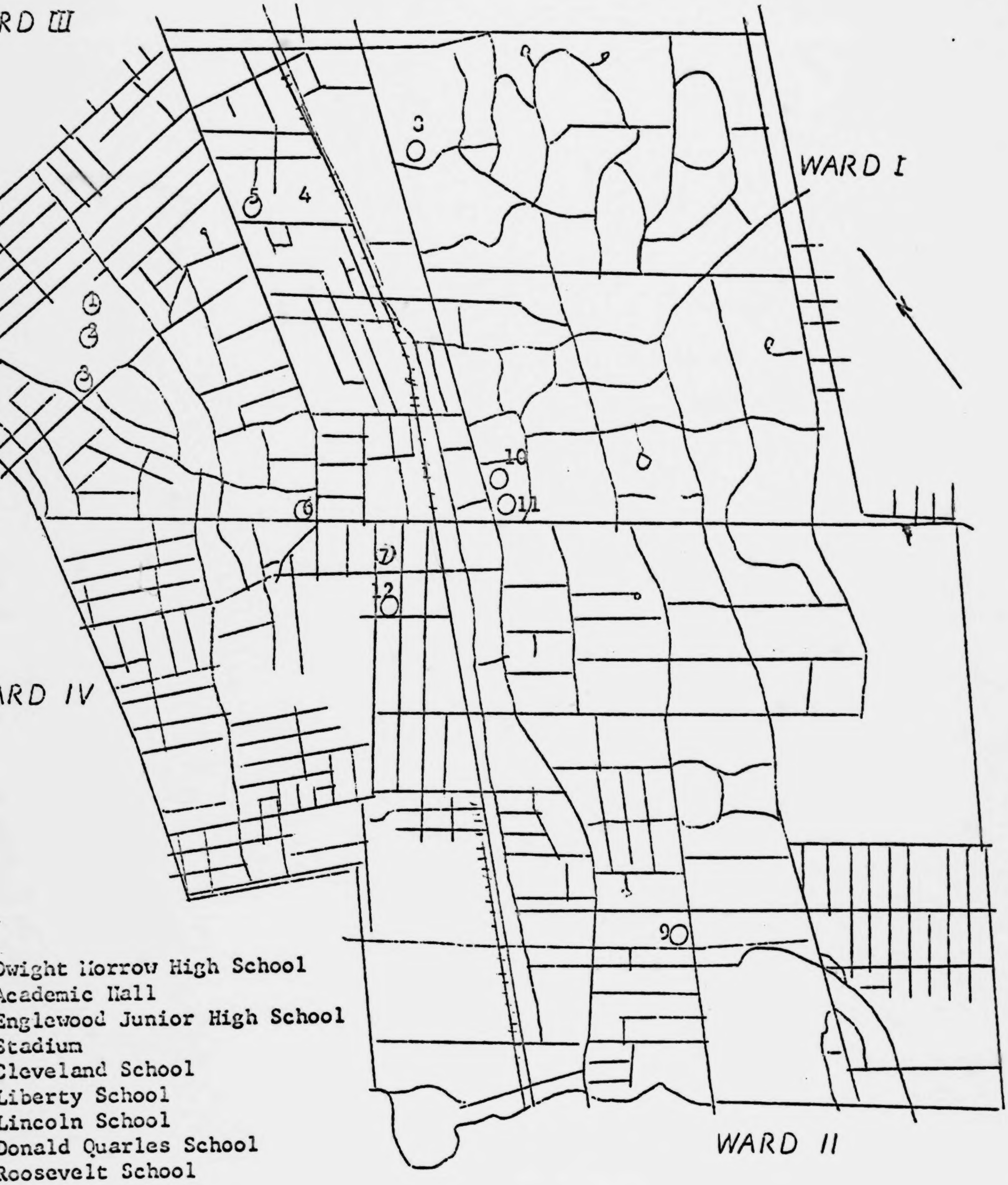

RD III
WARD I
3
5
4
1
2
8
10
11
6
7
12
9
RD IV
WARD II
N

Dwight Morrow High School
Academic Hall
Englewood Junior High School
Stadium
Cleveland School
Liberty School
Lincoln School
Donald Quarles School
Roosevelt School
Franklin School
Old Junior High School, 11 Engle St.
Renewal Area

INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this report is to assemble data concerning the many factors which affect school enrollment in the City of Englewood, New Jersey; to analyze these data and make estimates of future enrollment trends; to relate these data and the analysis to the disposition of obsolete school buildings and the need for new school facilities. Further, the report is to include a study of the problem of imbalance in the racial composition of the elementary school enrollments, to analyze various plans proposed as corrections for this imbalance, and to designate the best of these proposals. The report is designed as an aid to the Board of Education, the City Council and the citizens of Englewood in the formation of public policy.

Historical Background

To bring the total report into perspective it is advantageous to understand some of the historical trends which have led up to the present problems. This section is designed to record school data and to recall events since the end of World War II.

Post War Growth: The increase of enrollment in the Englewood schools in the postwar period of the 1940 decade(1) and the prospect for rapid growth in the 1950's(2) led the Board of Education to add two classrooms to the Roosevelt School, to remodel and add six classrooms to the Cleveland School and to convert the latter school's gymnasium to a multipurpose auditorium-gymnasium.

---

(1) See Appendix Table A-I-I, p. 146
(2) See enrollment record by grades, Table XXII, p. 42

Initial studies leading to this action were included in a report made to the Board by the Superintendent in 1948.(1) The latter report was immediately followed by an analysis of the areas around Cleveland and Roosevelt Schools which were responding to the pressure of the postwar suburban trend by the construction of new homes on vacant lots. The classrooms referred to were completed and occupied in September 1950.

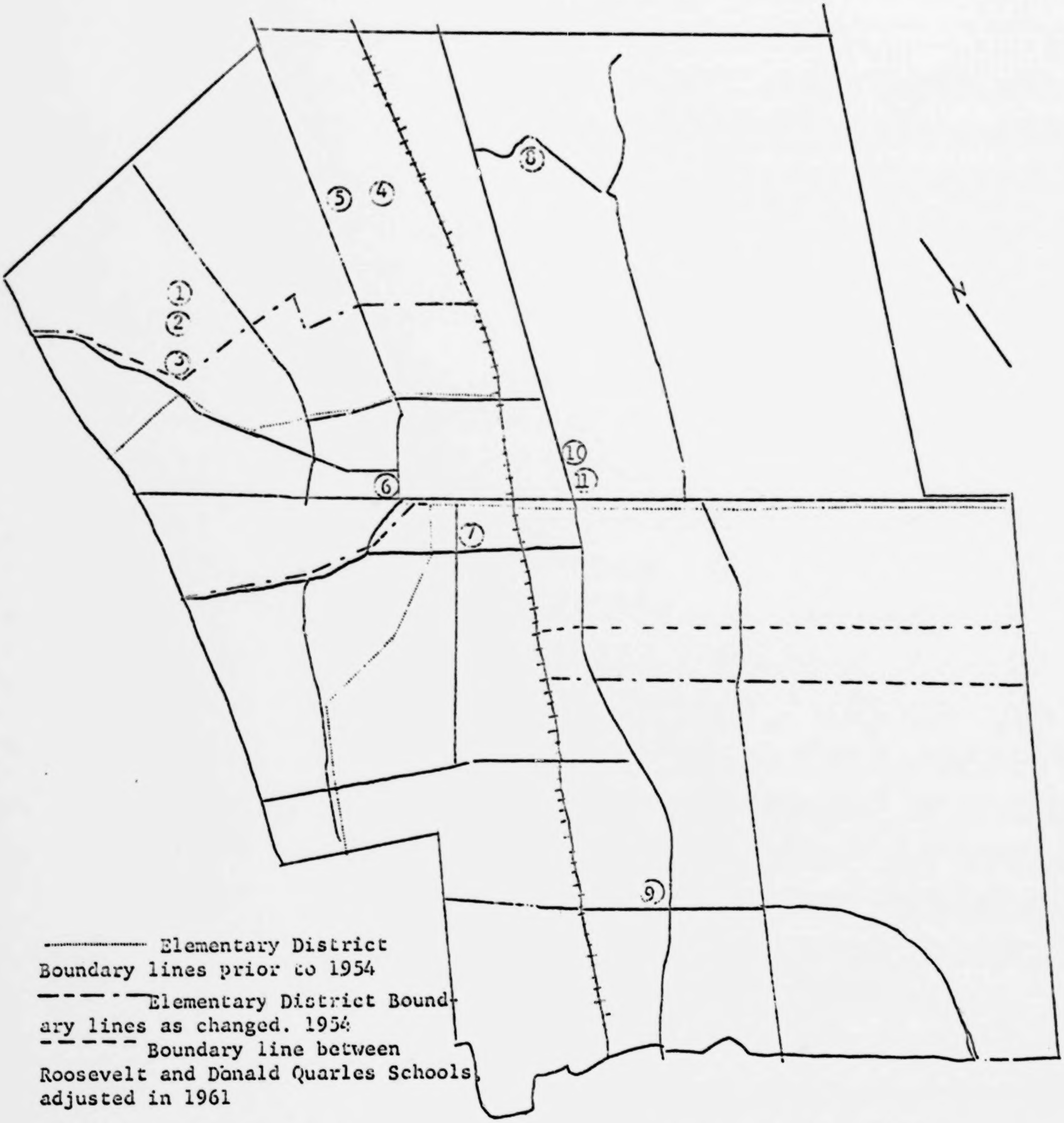
In 1950 the Superintendent submitted a report to the Englewood Planning Board, answering their request to predict school needs based upon their estimate of the growth of the city to a total population of 38,000 by 1960.

Growing Pains - 1950-1956: The northern section of the Third Ward (see map on frontispiece) was responding further to new growth which, when coupled to the entrance in school of children from the postwar increased birth rate, promised immediately to elevate the school enrollment beyond the enlarged capacity of the Cleveland School.

At the same time a population movement of families out of the Lincoln School area was under way, the school was experiencing loss of enrollment and classrooms were becoming vacant. This movement during the late forties and early fifties was across the school boundary line into that section of the Fourth Ward which was assigned to Liberty School. (Prior to 1952 the line established by tradition extended from Palisade Avenue along Armory Street, across Mackay Park to Lafayette Place at a point below Third Street and down Lafayette Place to the Teaneck line, with children on Palisade Avenue and Lafayette Place attending Liberty School. (See map, p. 3). The opening of houses in Denning Manor in June, 1953 (Tietjen Avenue-Forest Avenue area, S.W. section) further crowded the Liberty School.

(1) Survey Report - Englewood Public Schools, 1948.

CHART II - MAP SHOWING ENGLEWOOD PUBLIC SCHOOLS



··········· Elementary District Boundary lines prior to 1954

— — - — Elementary District Boundary lines as changed. 1954

- - - - - Boundary line between Roosevelt and Donald Quarles Schools adjusted in 1961

1. Dwight Morrow High School
2. Academic Hall
3. Englewood Junior High School
4. Stadium
5. Cleveland School
6. Liberty School
7. Lincoln School
8. Donald A. Quarles School
9. Roosevelt School
10. Franklin School
11. Old Junior High School, 11 Engle Street

The result of these population shifts and growth left the Board with increasing crowding at Cleveland and Liberty Schools together with emptying classrooms at Lincoln School.

Further, a small junior high school at Lincoln, established in 1938, with ten classrooms, shops and home economics laboratories was unsatisfactory to the Board. Finally, the site at Lincoln School and the buildings and site on Engle Street were so inadequate as to present the Board with situations calling for consideration of major reconstruction and reorganization in order to maintain a good school plant.

A preliminary estimate of building needs was made to the Board in May 1952, and in March 1953 the Superintendent of Schools submitted to the Board of Education an extensive analysis of the growth problems of the schools.(1) This report analyzed land use, the growth potential of vacant building lots, birth rate trends and in-migration of population. Enrollment predictions were based upon birth statistics and in-migration, recognizing, however, the fact that a number of unpredictable factors were operative.

In December, 1953 the Board submitted a report (2) proposing the eventual abandonment of the Lincoln School for school use, the creation of a 6-year junior-senior high school for the entire city, the disposition by sale of the Franklin School and the old building at 11 Engle Street, and the replacement of the buildings proposed to be abandoned for school purposes with new elementary school facilities.

---

(1) School Building Survey Report, 1953.
(2) Proposals for the Development of the Public Schools of Englewood, New Jersey, 1953.

The report also proposed the realignment of boundary lines for all elementary schools of the city. The line dividing Liberty School and Lincoln School was to become a straight line along Palisade Avenue, thus assigning a sufficient number of children to Lincoln School to fill the classrooms.

The plan also proposed moving the line between Liberty and Cleveland Schools nearer to the latter school; the plan also proposed moving the line between Donald Quarles(1) and Roosevelt Schools southward to relieve the enrollment in the latter school. (See map, p. 3). The net effect of these boundary line proposals west of the railroad would be to relieve classrooms crowded at Cleveland School by assigning students to Liberty School where space would be created by assignment to the vacant rooms at Lincoln School.

The details of the 1953 proposal became controversial; and, after much community debate, ending in revision so as to provide a separate junior high school adjacent to Dwight Morrow High School and the preparation of preliminary plans by the Board's architect, the request for capital funds was rejected by City Council in July 1955 with the request that a survey agency be employed to recommend to the Board plant facilities for an outstanding school system.

At this point the Board, sensing the increasing influx in the high school from the expanding population in its sending districts - Edgewater, Oradell and Ridgefield, served notice that no more tuition students would be received from Edgewater in the 9th grade and from Oradell and Ridgefield in the 10th grade after June 1955. This action eliminated all tuition students after the graduation of the final Edgewater class in 1960. (See Table A-I-2, p. 147)

Controversy in the Courts: In the meantime, due to serious enrollment pressure which could not wait, the Board had proceeded with boundary line proposals of the 1953 report. Decision of the Board to change the Lincoln-Liberty boundary line to a straight line along Palisade Avenue was appealed

(1) Then the Franklin School on Engle Street.

to the Commissioner of Education on a charge of alleged discrimination. In his decision rendered in May 1955 the Commissioner upheld the principle of assignment to the nearest school and asked the Board to redraw the line so that its westerly portion would be more nearly equidistant between the two schools.

Although the existence of the Lincoln Junior High School was not a part of the initial complaint before the Commissioner, its establishment in 1938 was introduced by the plaintiffs as evidence of a long range official policy of discrimination. The Commissioner in a May 19, 1955 ruling stated, "The Commissioner, therefore, is persuaded that the Board of Education of the City of Englewood must eliminate the separate junior high school in the Lincoln district........ In fairness to the members of the present Board of Education, it must be pointed out that their testimony indicates their dissatisfaction with the present junior high school arrangement and further indicates that the Board has had under consideration the elimination of the Lincoln Junior High School."

"Accordingly, the Commissioner directs that the separate junior high school for the Lincoln School district be eliminated by September 1, 1956, unless prior thereto a firm commitment is made to the Commissioner to provide for all junior high schools in Englewood new facilities which cannot be completed by September 1, 1956....."(1)

Adjustment and Further Growing Pains - 1955-1961: The rejection in July 1955 of the request of the Board of Education for funds to build a junior high school deprived the Board of power to request an extension of the date set by the Commissioner. Accordingly, the following actions emerged to deal with the postwar pressures on the school system.

---

(1) Walker et al v. Board of Education; Decision of the Commissioner of Education, May 19, 1955.

1. Bus Shuttle - In September, 1956 in order to accommodate the combined enrollments of both junior schools, the Board assigned all seventh and eighth grades of the City to the Junior High School building at 11 Engle Street and assigned all ninth grade students to Dwight Morrow High School where the beginning of the process of elimination of tuition students would open space. Due to vacant classrooms at Lincoln School provision was made in the high school daily program for a bus shuttle between Dwight Morrow High School and Lincoln School which was used as an annex. These plans were in operation one year, followed by two years of double session.

2. Ohio State Survey - During the school year 1955-56 a survey by Ohio State University was completed as requested by City Council. This report(1) delivered to the Board in July 1956 made proposals for extensive building, including two small junior high schools, an elementary school at Davison Place, an elementary school in the Third Ward, an elementary school in the Second Ward, elimination and replacement of buildings at 11 Engle Street, and, eventually elimination of Lincoln and Liberty school buildings.

The extensive proposals of this report became at once controversial. In retrospect its enrollment predictions have proved excessive.(2)

3. Donald Quarles School - However, the Board with City Council approval immediately took steps to initiate the building of an elementary school at Davison Place, since this could be done within bond limits available and since it would offer the earliest relief to the crowded junior high school facilities

---

(1) Herrick, John; Conrad, M.J.; and Garofalo, M.P.
Public School Building Needs in Englewood, N.J., 1956, Columbus, Ohio, Bureau of Educational Research, The Ohio State University.

(2) See Table I, p. 10

on Engle Street. This building was occupied as the Donald A. Quarles School in September 1959.

4. Part Time - Because of the increased use of classrooms at Lincoln School due to the new boundary line, and further because of the awkward bus shuttle to the Lincoln Annex, Dwight Morrow was operated as a 4-year (grades 9-12) high school for the school years 1957-58 and 1958-59 on a part time schedule.

5. The Junior High School - After deliberation, the Board of Education discarded the Ohio State proposal to build two junior high schools, due to difficulty in site location, to excessive cost and to the evident difficulty of maintaining two junior schools with equal racially balanced enrollments. Accordingly, the Board prepared plans for the construction of a single junior high school to serve the entire city at the corner of Liberty Road and Tryon Avenue. This construction was to include an auditorium as a separate building to serve the new school and the adjacent Dwight Morrow Senior High School. The proposed junior high school building was planned to accommodate the growth to 1,300 pupils estimated by the Ohio State Survey. Also the classrooms were to be constructed to have 800 square feet of floor space. The result was a large school which, when combined with the construction of the auditorium would require a bond issue of $4,700,000. The request for an issue of this amount was rejected by the voters in May 1958.

At this point City Council appointed a citizens committee, headed by Mr. Maxwell Upson, to advise on the best solution to the school problem. This committee recommended the building of a junior high school for 1,000 pupils at the Tryon Avenue site, plus an auditorium to be used jointly by Dwight Morrow High School and the new Englewood Junior High School. Since estimates for this construction were within the city's statutory bonding capacity capital funds were provided by City Council without referendum, and the school and the auditorium were completed and occupied in September, 1961.

In the meantime, the transfer of Franklin School elementary pupils to the Donald A. Quarles School permitted the assignment of the 9th grade back to the Engle Street site, using both buildings for junior high school purposes during the school years 1959-60 and 1960-61. Thus part time was eliminated at Dwight Morrow High School which then operated as a senior high school, all pupils being residents of Englewood.

The Present Problem: Early in the school year 1960-61 the Board of Education, having the prospect of the transfer of the entire junior high school student body to the new Englewood Junior High School in September 1961, was faced with the question whether to retain or to sell the Franklin School building and the old high school building on Engle Street.

The Ohio State Survey of Public School Building needs(1) recommended that these buildings be abandoned for school use and sold. This report also recommended the erection of three new elementary schools in the First, Second and Third Wards respectively. However, the Ohio State enrollment predictions gave evidence of being excessive. The following table shows the degree to which actual enrollments have fallen short of the predictions:

(1) Ibid p. 127

TABLE I - Comparison of Ohio State Estimates with Englewood Actual Enrollment (Kindergarten and Special Education pupils not included)

	Grades 1-6	Grades 7-9	Grades 10-12	Grades 7-8	Grades 7-12	Grades 8-12	Grades 9-12
1955-56 Actual	1,878	775	576	542	1,351	1,058	809
1961-62 Estimate							
Minimum	2,024	928	705	621	1,633	1,317	1,012
Medium		957	753	646	1,710	1,378	1,864
Maximum*	2,835	1,365	1,260	910	2,625	2,160	1,715
1961-62 Actual	1,866	841	711	591	1,552	1,256	961

Note:* The Maximum prediction of Ohio State was based on the eventual saturation of Englewood residential land with 10,500 dwelling units as they estimated. (Ohio State Report, p. 51)

The discrepancy between predictions and actual enrollment did not support a decision to proceed with the proposed elementary school construction beyond the completed Donald Quarles School until a re-study has been made. However, the crowding at Donald A. Quarles School in the school years 1959-60 and 1960-61 plus the existence of land for potential homes in the Second and First Wards presented the Board with an uncertainty whether the growth to the Herrick predictions was merely retarded, and whether factors governing home development would at any time produce a sudden need for elementary space before buildings could be erected. With this prospect the retention of the obsolete buildings on Engle Street as a hedge against sudden need for class space seemed warranted until a more thorough analysis of growth factors could be made.

Further, since it was evident that Englewood's population was still in a stage of transition, a thorough study in depth of all factors seems warranted as an aid in general planning. The report of Raymond and May Associates in 1959, known as The Englewood Master Plan, is a valuable aid in general planning, but its limited treatment of school growth requires considerable refinement and supplement in order to provide the Board with sufficient data for effective planning.

Accordingly, this study was authorized. Since it has been strongly felt that the pressure of the New York Metropolitan Region and the ecological factors of racial and ethnic change in the city were significant but little understood determinants in local population characteristics, it was agreed to secure eminent consultants in the fields of political science and of sociology.

The reopening of the issue of racial imbalances in the enrollment of Lincoln School in June 1961 served to heighten the assumption that the controversies of the middle 1950's constituted factors affecting enrollment. Accordingly, the inclusion of the study of this imbalance in the Lincoln School, now spreading to the Liberty School, was not foreign to the study in any sense. The search for these answers and the addition of a consultant in human relations have strengthened the value of the report and intensified interest in its content.

* * * * * * * * * * *

PART I

ENGLEWOOD

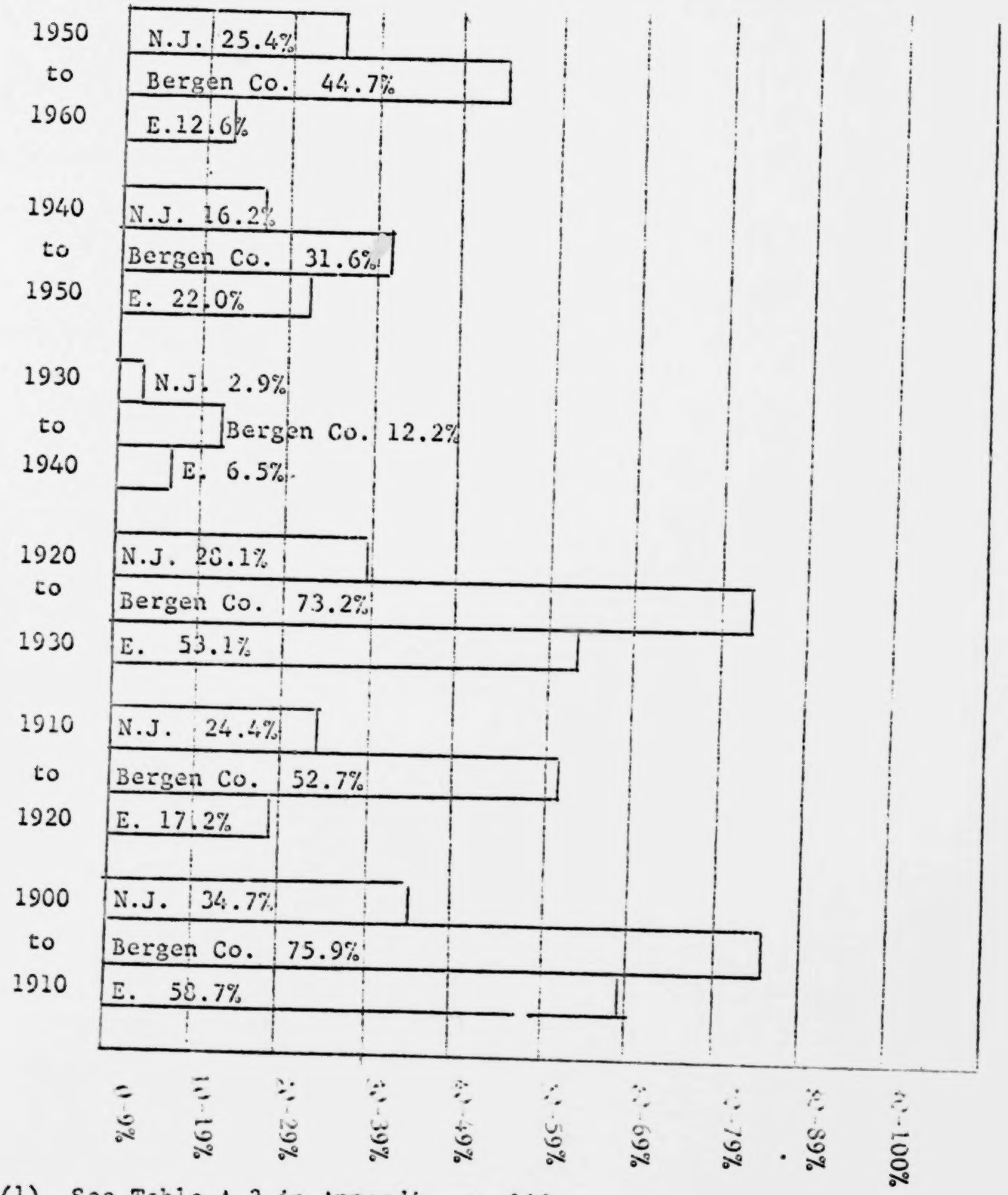
PAST AND PRESENT

CHAPTER I

POPULATION

Englewood, two miles from the New Jersey entrance to the George Washington Bridge, has experienced only moderate population growth in comparison with Bergen County of which it is a part.(1) Chart III shows the comparisons of percent of population increase by decades of Englewood, Bergen County and the State of New Jersey. It will be noted that Englewood's percent of increase between decades has been consistently lower than Bergen County of which it is a part, and slightly higher than the entire state except in the 1950-60 and the 1910-20 decades.

CHART III -. Percent of Population Increase by Decade Englewood, Bergen County and New Jersey



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(1) See Table A-3 in Appendix, p. 148

Englewood has grown at a slower rate than Bergen County and, except for the 1920 and 1950 decades, at a faster rate than New Jersey. The slower rate in the 1950's should be noted.

The factors which have influenced Englewood's rate of growth have been limited areas of undeveloped land as compared with open areas in other sections of Bergen County; the retarding effect of the 1930 depression; and a conservative policy of development expressed through the public sector by zoning ordinances.

CHARACTERISTICS OF THE POPULATION

Developing early as a suburban community with heterogenous population prior to the automobile, the tunnels and the bridge, Englewood became a residential community for families of considerable wealth whose members were able to commute by rail and ferry to places of business in New York City. Descendants of early Dutch settlers composed a group of substantial middle class citizens. Negroes, mainly employed as domestics, found residence in Englewood's Fourth Ward with white neighbors, thus at first composing in that Ward a racially mixed neighborhood of middle and low income families.

Income: The City in its entirety became known for its wealthy class, although for over half a century Englewood has had a portion of low income population.

Table II shows how Englewood in the 1960 census compared in distribution of family income with Bergen County, New Jersey and the New Jersey section of New York Metropolitan Region.

TABLE II - Comparison of Percent Distribution of Income Per Household

	No.Hshlds. in Thousands	Percent of households receiving incomes of 0-$2499	$2500-3999	$4000-6999	$7000-9999	$10,000 & Over
Englewood	7.7	3.9	9.4	35.6	20.8	30.3
Bergen County	244.8	6.8	12.0	37.5	21.3	22.4
New Jersey	1,828.2	9.0	15.2	40.0	19.2	16.6
N.J.-N.Y.M.R.*	1,330.7	7.7	14.0	40.1	20.1	18.2

Source: Sales Management Survey of Buying Power, May 10, 1961
See Table A-I-4 -- Appendix I, p. 149.
* Nine counties - Bergen, Essex, Hudson, Middlesex, Monmouth, Morris, Passaic, Somerset, Union

The indication that Englewood presently enjoys a favorable position of private income, reflected in the preceding Table, is further substantiated by Table III which shows comparative figures of effective buying income:

TABLE III - Effective Buying Income per Household

	Population in Thousands	% USA	Effective Buying Income Net Dollars in Thousands	% USA	Per Household
Englewood	26.2	.0144	78,701	.022	10,221
Bergen County	797.3	.4395	2,178,170	.6082	8,898
New Jersey	6,146.8	3.388	14,327,009	4.008	7,837

Source: Sales Management Survey of Buying Power, May 10, 1961
See Table A-I-5 - Appendix, p. 150

Religious Composition: No accurate religious census is available for the City. It is common knowledge that the three major faiths, Jewish, Roman Catholic and Protestant, are present in the City in substantial numbers. The 1961 World Almanac (p. 466) states that there are approximately 5,200 Jews in Englewood. This represents 23% of the City's total population. Table XXIV, p. 44, indicates 823 resident Englewood children are enrolled in St. Cecilia Grammar and High Schools. This represents 16.6% of all local resident school children enrolled in grades K-12 in all local schools. Assuming that a number of Roman Catholic children attend public and independent schools it may be reasoned that well over 20% of the City's population are of the Roman Catholic Faith. Large numbers of the City's 27% Negro population are Protestant. We come then to a very rough estimate that the population of Englewood is approximately one-half Protestant, about equally divided between Negro and white, about one-fourth Jewish; and one-fourth Roman Catholic.

Racial Composition: Early in the century Englewood opened its doors to Negro families, bringing them here from southern states largely for the purpose of domestic help.

TABLE IV - Racial Composition of Englewood Population

Year	Total Population All Classes	White	Non-White Negro	Non-White Other	Non-White Total	% Non-White
1900	6,253					
1910	9,924					
1920	11,627	10,489			1,138	9.8
1930	17,805	15,263	2,524	18	2,542	14.3
1940	18,966	15,939	2,999	28	3,027	16.0
1950	23,145	18,929	4,172	44	4,216	18.2
1960	26,057	18,942	7,008	107	7,115	27.3

Englewood's 27.3% nonwhite population is the fifth highest percentage in the State, being exceeded by Asbury Park (40.1%), Atlantic City (36.4%), Newark (34.4%), and Salem (30.1%). Other municipalities of interest are East Orange (25.1%), Montclair (24.1%), Camden (23.8%), Plainfield (21.9%), Jersey City (13.5%), and Hackensack (13.6%). New Jersey's nonwhite population was 8.7% of the total, urban New Jersey is 9.1%, New Jersey central cities have 22.1% nonwhite, and Bergen County has 2.2%.

Classification of Occupations: A study of the classification of occupations of 1,446 parents of elementary school children during the year 1960-61 is shown in the following Table V:

TABLE V - Classification of Occupations of Englewood School Parents by Elementary School Districts 1960-61

Occupational Classification	Cleveland No.	Cleveland %	Liberty No.	Liberty %	Lincoln No.	Lincoln %	D.Quarles No.	D.Quarles %	Roosevelt No.	Roosevelt %	Total No.	Total %
Professional Technical	79	24.2	53	19.9	20	5.5	97	36.9	43	19.9	292	20.2
Managers, Officers, Proprietors	93	28.2	29	10.9	13	3.5	72	27.4	63	29.2	270	18.7
Clerical	13	4.0	15	5.6	20	5.5	4	1.5	8	3.7	60	4.1
Sales Workers	37	11.3	28	10.8	13	3.5	44	16.7	33	15.3	155	10.7
Craftsmen Foremen	57	17.4	46	17.2	69	18.5	12	4.6	22	10.2	206	14.2
Operatives	15	4.6	33	12.4	70	18.7	15	5.7	22	10.2	155	10.7
Service	16	4.9	33	12.4	40	10.7	11	4.2	11	5.1	111	7.7
Laborers	17	5.2	29	10.9	102	27.3	8	3.0	11	5.1	167	11.5
Domestics					27	7.2			3	1.4	30	2.1
	327		226		374		263		216		1,446	

Source: School records 1960-61

The distribution of occupations in the various sections of the city shows Lincoln area high in laboring classes and Quarles high in professionals.

To obtain a measure of the trend of classifications of occupations in the City the following Table VI is presented, showing percentages by decades over a span of three census reports. The data are not completely comparable since the 1940 census data include unemployed persons classified by occupation. Further, the source of the 1940 and 1950 distributions is the U.S. census while the 1960 distribution is from the sampling of occupations of parents, largely fathers, of the elementary school children. However, the table indicates reasonable trends.

The data suggest an increase in the proportions of professional workers, of managers and proprietors, of craftsmen, and of laborers; and decrease in the proportion of clerical and sales workers and of domestics. Specific occupations which were especially prominent in the tabulation of parents were medical doctors and truck drivers.

TABLE VI - Trend of Distribution of Occupations of Englewood Residents

	Percent of Residents in Respective Occupation Classes		
	1940	1950	1960
Professional Technical	15.2%	15.1%	20.2%
Farmers	.1%	.04%	--
Managers, Officers, Proprietors	12.8%	16.3%	18.7%
Clerical and Sales Workers	24.2%	22.2%	14.8%
Craftsmen	8.9%	9.1%	14.2%
Operatives	10.5%	10.6%	10.7%
Domestics	15.0%	10.0%	2.1%
Service Occupations	7.2%	6.4%	7.7%
Labor	5.2%	9.6%	11.5%
Not Reported	1.1%	.8%	--

Source: 1940 and 1950, U.S. Census; 1960, Sample of Elementary School Parents.

As a basis for comparison of Englewood's occupational composition the following Table VII shows the distribution of job classifications as reported in the 1950 census of the employed labor force of the State of New Jersey and of the New Jersey section of the New York Metropolitan Region.

TABLE VII - Percent of Employed Labor Force in Classified Employment

	New Jersey	N.J.-N.Y.M.R.	Englewood
Professional	10.1 %	10.5 %	15.1 %
Farmer owners and managers	1.1	.3	.04
Managers and proprietors	10.3	10.6	16.3
Clerical and salesworkers	21.6	22.8	22.2
Craftsmen	15.8	15.5	9.1
Operatives	24.1	24.9	10.6
Domestics	2.1	2.0	10.9
Service occupations	7.1	6.7	6.4
Labor (including farm)	6.7	5.7	9.6
Not reported	1.0	1.0	.8

Source: U.S. Census, 1950

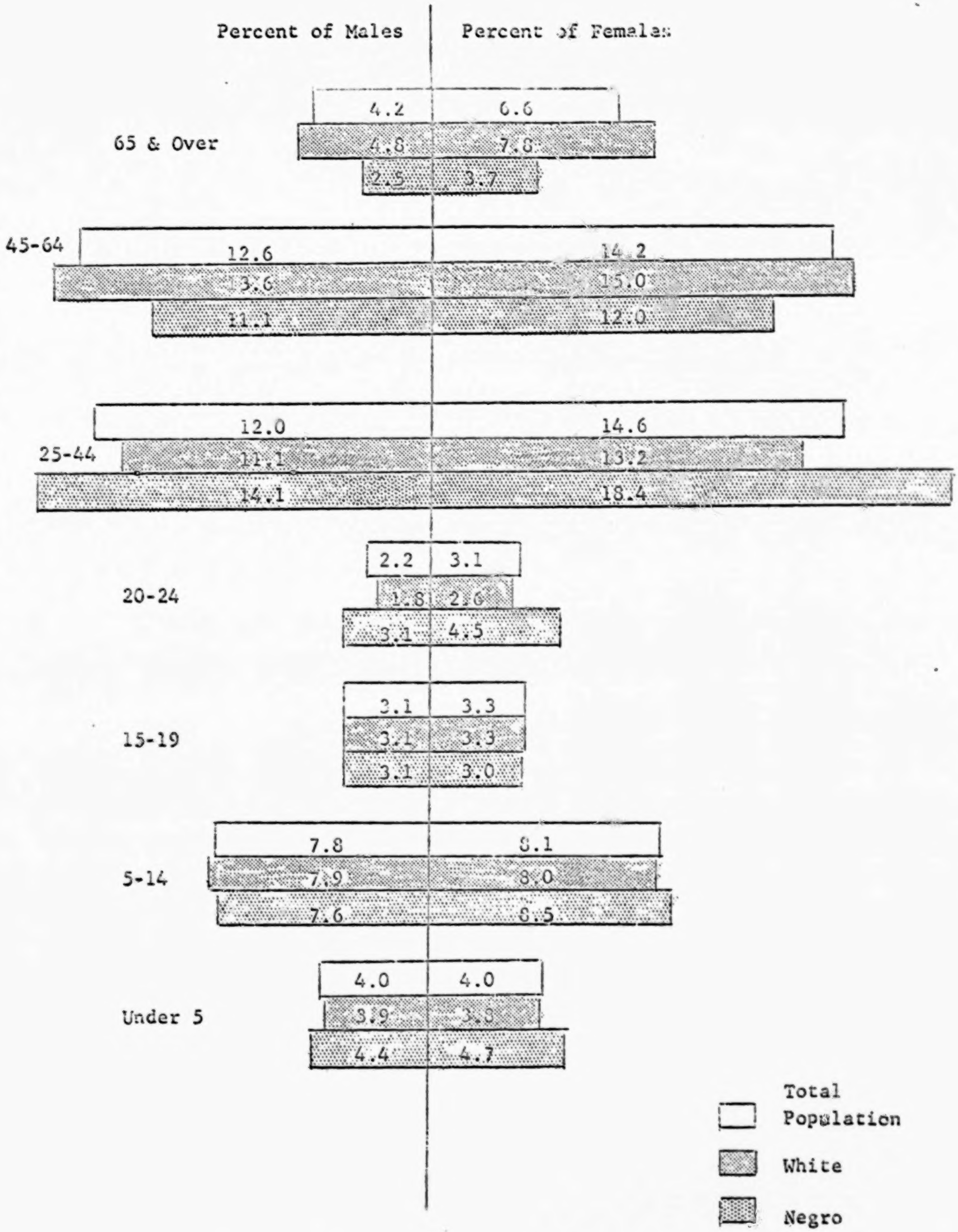
Age of Englewood's Population - Chart IV on the following page shows the age distribution of Englewood's population as reported in the 1960 census. The table is detailed in percentages of the class group. For example, 4.2% of the total population were males 65 and over, and 6.6% were females 65 and over. Of the white population 4.8% were males and 7.8% were females in this age group. Of the nonwhite population the corresponding figures were 2.5% and 3.7%.

A comparison of the age distribution of Englewood's population with those of New Jersey, Bergen County, and the New Jersey section of the New York Metropolitan Region will be found in the detailed figures shown in Table A-I-6 in Appendix I, p. 151

Summarizing these data we find that Englewood's population is older than the population of the county, the region and the state. We also find that within the Englewood population the white population is older than the nonwhite, and that the age characteristic of nonwhite population is proportionately more like the surrounding area than is the white population.

For purposes of predicting population our attention is directed to the

CHART IV - AGE DISTRIBUTION - ENGLEWOOD POPULATION
1960 - Census



proportion of females of childbearing age. This would indicate that among the residents recorded in the 1960 census the nonwhite population has somewhat greater potential for reproduction than does the white population. However, this may be offset by the fact that the fertility rate of the nonwhite (305)(1) is lower than that of the whites (332). The fertility ratios in 1940 was whites, 172; nonwhites, 192.

Comparing Englewood's population of 1940 with that of 1960 the following Table VIII indicates that the percentages of older people and of children under 15 have increased with a corresponding decrease in the proportion of middle aged people.

TABLE VIII - Comparison of Englewood's Age Distribution, 1940 and 1960
Percent Each Group is of Total Population

	1940			1960		
Age Group	Male % of Total	Female % of Total	Total % of Total	Male % of Total	Female % of Total	Total % of Total
65 & Over	2.9	4.1	7.0	4.2	6.6	10.8
45-64	10.4	12.3	22.7	12.6	14.2	26.8
25-44	15.5	18.7	34.2	12.0	14.6	26.6
20-24	3.7	4.7	8.4	2.2	3.1	5.3
15-19	4.2	4.1	8.3	3.1	3.3	6.4
5-14	7.0	6.8	13.8	7.8	8.1	15.9
Under 5	2.9	2.7	5.6	4.0	4.0	8.0

(1) The fertility ratio is the number of children under 5 per thousand females between ages 15-49.

Fertility Ratios

The following Table IX indicates that, by comparison with other towns in the New York Metropolitan Region and with New Jersey's total population, Englewood's fertility ratio is low, and that Englewood's population is older than the State and the Region.

TABLE IX - Comparison of Fertility Ratio and Median Ages

Name of Town	Population 1950	Population 1960	Fertility Ratio 1950	Fertility Ratio 1960	Median Age 1960
Englewood	23,145	26,057	360	324	36.5
Bergenfield	17,647	27,203	511	453	32.6
Fairlawn	23,885	36,421	504	365	32.9
Fort Lee	11,648	21,815	347	336	36.3
Hackensack	29,219	30,521	376	353	36.0
Paramus	6,268	23,238	484	558	30.0
Ridgewood	17,481	25,391	360	370	36.3
Teaneck	33,772	42,085		314	36.1
Tenafly	9,651	14,264	391	326	37.2
Bloomfield	49,307	51,867	382	363	35.9
Montclair	43,927	43,129	353	360	38.2
West Orange	28,605	39,895	408	393	34.2
New Jersey				442	32.4
Central Cities				426	33.4
Urban Fringe				413	32.8
Cities outside urbanized areas				493	27.9

The fertility ratio is the number of children under five years of age per 1,000 women 15 to 49 years old. Englewood's ratio of 324 is composed of 332 for white and 305 for nonwhite population.

Birth Rates

Englewood also has an exceedingly low birth rate. The number of births recorded for Englewood residents in 1960 was 392,(1) giving a rate of 15.0 per thousand compared with the national rate of 22.6. The rate for Englewood was 12.5 for white and 21.9 for nonwhite population in 1960, reflective of the larger concentration of nonwhite females of childbearing years.

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(1) See Table A-I-12, p. 157

These data further contribute to the picture of Englewood as a mature town, with its nonwhite population, however, showing characteristics more nearly typical of the nation and the region.

Mobility - There is considerable mobility in Englewood's population. Since data to substantiate this fact are derived from school data and are included in the chapter on schools, reference only is made here to the section of that chapter, p. 46. Attention is drawn specifically to the fact that the present senior class of Dwight Morrow High School started Grade I in 1950 with 301 pupils and had on its roll in October 1961 a net of 206 of whom only 86 were among the original enrollees. Further, during the period in school, 645 students were recorded on the rolls of this class. See Tables XXV to XXIX, pages 47-53 for pupil mobility data. Analysis of these data support a conclusion of steady out-migration of middle class families.

Summary of Population Characteristics

The data presented in this chapter present a picture of Englewood as a community whose population has grown slowly, increasing its ratio of nonwhites; whose population tends definitely toward high income, white collar workers, but whose proportion of low income blue collar workers and laborers has increased; whose population tends toward advanced age, low fertility and high mobility.

The conclusion is that Englewood's population is tending toward a typical inner ring community of the New York Metropolitan complex with considerable characteristics of the central city showing in its data.

Those who have analyzed the New York Metropolitan Region separate it into three characteristic belts: the core or inner city, constituting four of the five counties comprising New York City, plus Hudson County and the City of Newark in New Jersey; the inner ring, comprising the counties of Richmond, Essex, Bergen, Passaic, Westchester, Union, and Nassau; and the outer ring, composed of the "green acre" counties of New York, New Jersey and Connecticut which are considered in the Region.(1)

Englewood's characteristics of high income executives and managers who are tied closely to the financial district and the seaport complex, plus the concentration of low income blue-collar workers, becomes distinctly an inner city characteristic. The open door for further expansion of the low income population is another inner city characteristic. The low density of the population of the First Ward indicates a retention of the outer ring characteristic and the development of light industry is an inner ring feature.

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(1) Hoover, Edgar M., and Vernon, Raymond; Anatomy of a Metropolis, Cambridge, Harvard University Press, 1959, pp. 3-22.

CHAPTER II

ENGLEWOOD'S LAND USE

Within the past quarter century Englewood, traditionally a residential community has encouraged the development of industry in its Fourth Ward where considerable vacant land, ill adapted to good residential development, existed prior to 1940. This land is less than ten feet above sea level as shown on the map on the following page.

The following Table X (from Raymond and May Report, p. 22) indicates the distribution of land use of the City's 3,168 acres and indicates that 6.4% was utilized by industry and utilities in 1959. See Chapter III, pp. 33 ff. for discussion of industry.

TABLE X - Land Use Measurements - Englewood, January, 1959

Type of Land Use		Area in Acres	Percent of Total
1-Family house		1,726	54.5
2-Family houses		175	5.5
Multi-family houses		107	3.4
Business		172	5.4
Industry and Utilities		202	6.4
Semi-public institutions (including cemeteries)		94	3.0
Public Schools		77	2.4
Recreation areas		210	6.6
City parks and playgrounds	78		
Overpeck Park (County)	10		
Allison Park	74		
Field Club and Country Club	48		
Undeveloped land*		405	12.8
	Total	3,168	100.0%

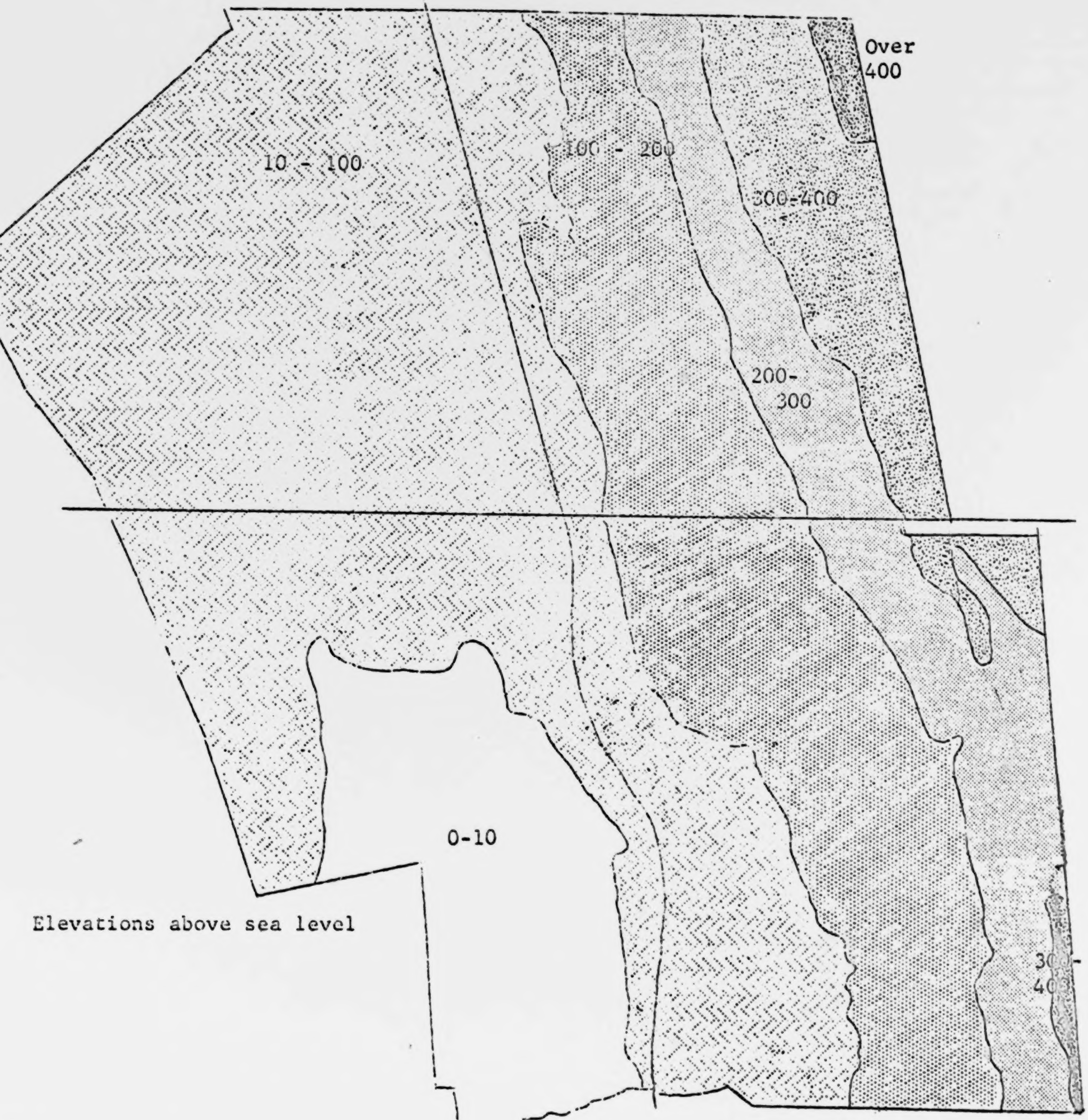
*Includes two undeveloped tracts owned by Board of Education

Source: Englewood Land Use Map, Englewood Master Plan, p. 22

Housing

Table X shows 54.5% of the land was used for single family dwellings, 5.5% for two family dwellings and 3.4% for apartments or multi-family dwellings, in 1959. Thus a total of 63.4% of the city's land was used for housing.

CHART V - MAP OF ELEVATIONS


Over 400
10 - 100
100 - 200
300-400
200- 300
0-10
30 40

Elevations above sea level

Map adapted of Master Plan Map opposite p. 7 - Used by permission of Raymond and May.

The following Table XI shows the housing units shown in the 1950 and 1960 census reports by Wards.

TABLE XI - Housing Units in Englewood

	1950			1960			
	Population	Housing Units	Persons Per Unit	Population	Housing Units	Persons Per Unit	% Increase in Housing Units
Ward I	3,607	1,164	3.09	4,053	1,337	3.03	14.9
Ward II	5,274	1,778	2.97	5,891	2,061	2.86	15.9
Ward III	8,680	2,657	3.27	9,713	2,975	3.26	12.0
Ward IV	5,584	1,454	3.84	6,400	1,854	3.45	27.5
Total	23,145	7,053	3.28	26,057	8,227	3.16	16.6

Raymond and May estimated in the 1958 Master Plan Report(1) that a net of 1,001 housing units had been added at that date, for an increase of 14.2%, since 1950. These estimates seem to be in line with the above table.

It will be noted from Table XI that within the decade 1950-60 there was a slight drop in the ratio of persons per housing unit with a proportionate drop in all the Wards.

Within the decade 1950-60 there has been an increase in owner occupied units from 50.7% to 56.2%.

The 7,053 housing units in 1950 provided homes for 2,840 resident public school pupils on October 1, 1950 with an average of 40.26 pupils per hundred families. In 1960 the 8,227 units housed 3,760 public school pupils for an average of 45.7 pupils per hundred families.(2)

(1) Ibid, p. 40
(2) See Appendix Table A-I-7, p, 152

Table XII following, indicates the extent of deteriorating and dilapidated housing in the city as compared with 1950. School principals report a heavier concentration of elementary children in deteriorating areas. Accordingly, the extent and the change in housing conditions in the city becomes a factor in estimating enrollment as well as an indication of the direction in which the community is moving.

It will be noted that the 1960 data indicate an improvement in an already low percent of poor housing in the First Ward, an increase in the Second Ward, a slight increase in the Third Ward and a marked increase in the Fourth Ward. Due primarily to the deterioration in the congested areas of the Fourth Ward, the city's percent of substandard housing has increased from 5.81% in 1950 to 8.82% in 1960(1).

The map on the following page indicates the census Enumerating Districts of the City which report 5 or more percent of deteriorating or dilapidated housing in 1960. Various shadings indicate the degree of deterioration in the district. Particular attention is called to the intense concentration of poor housing running between 75% and 100% in the area surrounding the Lincoln School.

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(1) It should be noted that the criteria for 1950 housing used by Raymond and May are not completely comparable to that used in this report which includes deteriorating housing with plumbing facilities in the category of substandard.

CHART VI - DEGREE OF DETERIORATION

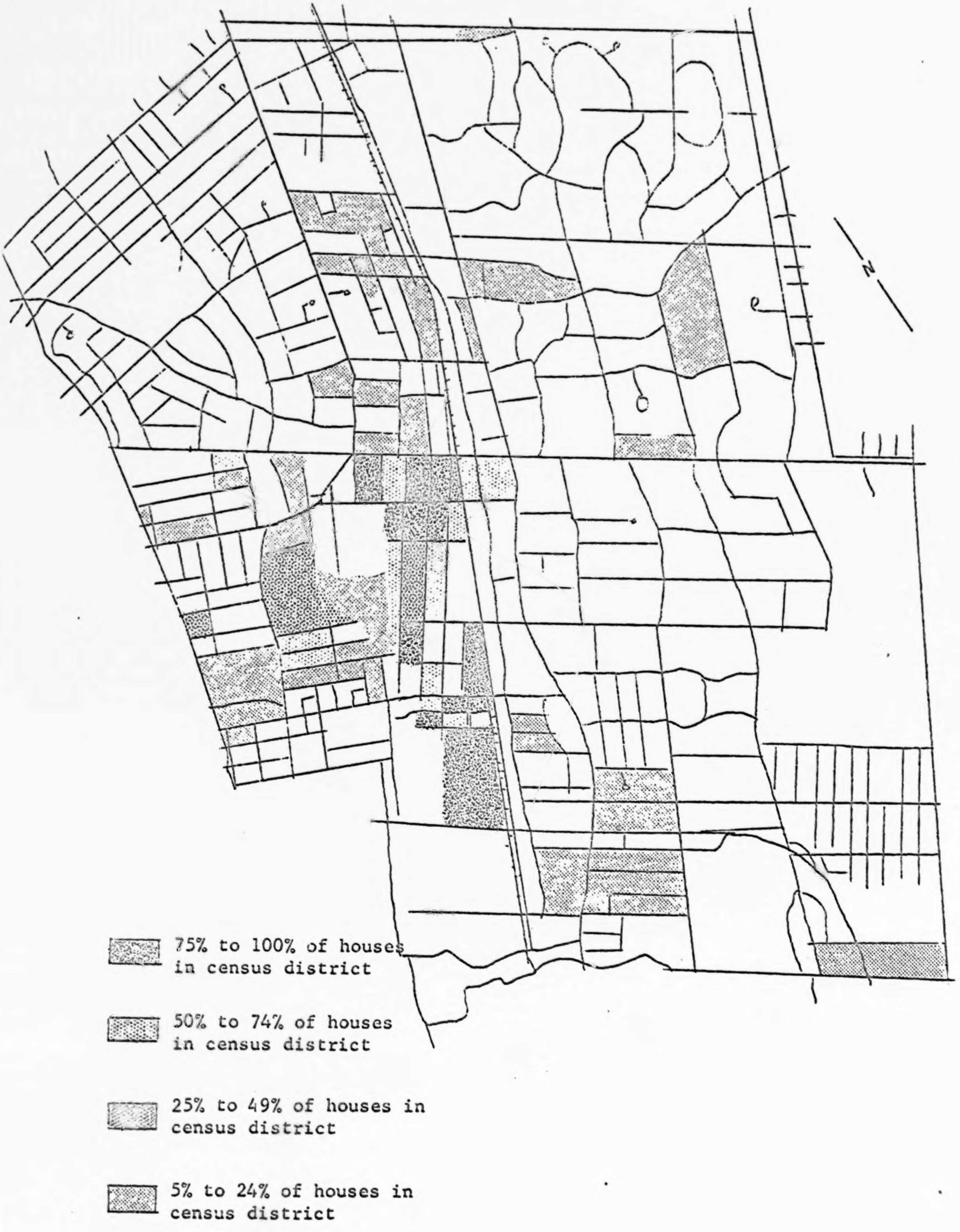
N
▨ 75% to 100% of houses in census district
▨ 50% to 74% of houses in census district
▨ 25% to 49% of houses in census district
▨ 5% to 24% of houses in census district

TABLE XII - Substandard Housing

	1950 *	1960 Substandard				
	% Dwelling Units with no private bath or dilapidated	Total Units	Deterioration	Dilapidated	Total	% of Total
Ward I	3.3	1,337	12	2	14	1.047
Ward II	2.59	2,061	61	14	75	3.64
Ward III	2.98	2,975	73	9	82	2.76
Ward IV	16.98	1,854	382	173	555	29.93
Total	5.81	8,227	528	198	726	8.82

* Raymond and May; Englewood Master Plan, p. 38.

Source of 1960 data is 1960 Census of Housing.

Density of Population: The degree of concentration of people living on the 4.9 square miles of land which comprise Englewood is shown in the following Table XIII where Englewood is compared with a number of other New Jersey communities. (Page 30)

Of the 1960 densities the highest for municipalities is Hoboken with 48,441 persons per square mile. The lowest is Hammonton Township with 232 per square mile.

Englewood's 5,114 per square mile is relatively low among urban communities. One should note the comparisons with Ridgewood (4,031), Tenafly (3,161), Millburn (2,806), West Orange (3,112), Madison (3,781) which retain characteristics of green acre towns; one should also note comparisons with East Orange (19,095) which is characterized by high rise apartments; and Fort Lee (8,726) which is tending in that direction. Note should also be taken of the densities in the inner city towns, Newark (17,170), Jersey City (20,452), West New York (39,386) and Hoboken (48,441).

Table XIII

Population Density

		1950		1960	
	Area Sq. Miles	Population	Density	Population	Density
New Jersey	7,514	4,816,435	641	6,066,782	807
Bergen County	233.0	539,139	2,314	780,255	3,349
Englewood	4.9	23,145	4,725	26,057	5,114
Bergenfield	3.0	17,647	5,880	27,203	9,068
Cliffside Park	.9	17,116	19,021	17,642	19,602
Englewood Cliffs	1.8	1,445	803	2,913	1,618
Fair Lawn	5.3	23,885	4,510	36,421	6,872
Fort Lee	2.5	11,648	4,660	21,815	8,726
Glen Rock	2.8	7,145	2,552	12,896	5,677
Hackensack	4.6	29,219	6,350	30,521	6,635
Leonia	1.5	7,380	4,920	8,384	5,589
Paramus	10.3	6,268	610	23,238	2,255
Ridgewood	6.2	17,481	2,820	25,391	4,031
Teaneck	6.1	33,772	5,535	42,085	6,899
Tenafly	4.6	9,651	2,100	14,264	3,101
Essex County	127.0	905,949	7,133	923,545	7,272
Bloomfield	5.4	49,307	9,130	51,867	9,605
East Orange	3.9	79,340	21,345	77,259	19,095
Millburn	6.7	14,560	2,173	18,799	2,806
Montclair	6.2	43,927	7,085	43,129	6,956
Newark	23.6	438,776	18,590	405,220	17,170
South Orange	2.9	15,230	5,250	16,175	5,578
West Orange	12.5	28,605	2,290	39,895	3,112
Hudson County	43.0	647,437	15,057	610,734	14,203
Hoboken	1.0	50,676	50,676	48,441	48,441
Jersey City	13.5	299,017	22,149	276,101	20,452
West New York	.9	37,683	41,870	35,547	39,386
Morris County	475.0	164,371	3,460	261,620	5,508
Madison	4.0	10,417	2,604	15,122	3,781
Morristown	2.0	17,124	8,562	17,712	8,856
Somerset County	305.0	99,052	3,248	143,913	4,718
Somerville	2.2	11,571	5,260	12,458	5,663
Union County	103.0	398,138	3,865	504,255	4,896
Plainfield	6.0	42,366	7,061	45,330	7,555
Westfield	6.4	21,243	3,319	31,447	4,914

Potential Land Development in Englewood

Raymond and May, in the 1959 Master Plan Report, list potential additional residential development of 1,994 units on 398.3 acres of undeveloped land.(1) This estimate is based on existing zoning ordinances. This potential development in terms of population and school enrollment by wards is shown in Table A-I-8 of Appendix, p. 153, by wards and will be used as a factor in predicting enrollment.

Raymond and May slightly over-estimated Englewood's population in 1958 (26,430 against 26,057 in 1960 census). Correcting the figure to the 1960 census and using the ratios by wards shown in Table A-I-8, p. 153, we arrive at a potential total population of approximately over 32,000, on present zoning and with the assumption that all factors sociological and otherwise remain constant. Under these conditions 895 pupils would be added to the school system by the element of growth to maximum development under present zoning.

Raymond and May note 32½ acres of land now developed with single or two-family houses, but zoned for garden apartments. Their estimate of developing one-third of this area would add 200 dwelling units to the above estimates which, using the city-wide ratio would add 632 in total population and 91 public school pupils.

The Englewood Master Plan proposes certain relatively minor reorganizations of the zoning plan (see p. 117-ff. of Raymond and May Report) which is based upon the assumption of the desire of the people to keep the city a desirable residential community of predominantly single family dwellings. The proposal does not materially alter the prediction of growth to 32,000 (Raymond and May, 33,000, p. 118).

(1) Ibid. p. 41

It is pointed out elsewhere in this report(1) that the future use of land in the City of Englewood is an important determinant of the City's future characteristics. The degree of deterioration of housing in certain sections of the City; the amount of vacant land available for development for housing, for commercial and industrial establishments; the pressure for granting variance to zoning ordinances in order to admit high density apartment development; the redevelopment of areas already zoned for multi-family dwellings; the trends toward two-family use of formerly single family houses - all these factors constitute the areas where control or lack of control may determine the City's future.

Action in regard to use of land determined by public policy and private initiative will be a major determinant of the size and characteristics of future school enrollment.

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(1) pp. 75, 138, 141

CHAPTER III

INDUSTRIAL AND BUSINESS CHARACTERISTICS

The industrial and business characteristics of a community have a direct inter-relationship with the schools through such factors as the land which is withdrawn from residential development, the characteristics of people attracted to the city, and the financial stability and tax support accruing to the city and its schools. The school bears a relationship to these business and industrial enterprises through the impact upon the tax bill of the cost of operation, through the curriculum and other school services provided for the employees, and, in the case of retail business, through the number and characteristics of the people attracted to the community by the schools who become customers.

Industrial

According to land use reports in Englewood Master Plan, p. 22), 202 acres or 6.4% of Englewood's land area was used for industry and utilities in 1959.

Combining data from the 1958 Census of Business and Industry with data recorded in the Master Plan for 1954 and 1947 we derive the following Table XIV which indicates the trend of industrial development in Englewood.

TABLE XIV - Trend of Industrial Development

	1947	1954	1958
No. of Manufacturing Firms	41	89	108
No. of Employees	1,004	2,293	2,546
Value added by Manufacturing ($1,000)		17,079	21,077

TABLE XV - Comparison of Englewood's Position as a Manufacturing Community, 1958

		Establishments				
Community	1960 Population	Total	With 20 or More Employees	All Employees	Pay Roll ($1,000)	Value Added by Manufacturing ($1,000)
Englewood	26,057	108	39	2,546	11,441	21,077
Bergenfield	27,203	30	6	474	2,033	3,384
Clifton	82,084	244	102	18,075	90,648	168,785
East Orange	77,259	85	20	2,786	13,959	19,245
Fair Lawn	36,421	45	27	4,807	25,533	51,570
Fort Lee	21,815	26	2	195	913	1,223
Hackensack	30,521	156	45	3,963	18,866	30,888
Hoboken	48,441	234	115	15,347	73,348	212,413
Jersey City	276,101	583	227	32,653	159,738	374,030
Montclair	43,129	45	9	612	2,698	4,406
Newark	405,220	1,824	675	78,604	379,243	714,676
Paramus	23,238	36	12	1,877	8,902	21,496
Plainfield	45,330	90	35	6,461	34,307	46,450
Ridgewood	25,391	19	6	408	2,047	3,827
Teaneck	42,085	27	8	406	1,885	3,394
Tenafly	14,264	18	6	448	2,062	2,789

Source: 1958 Census of Manufacturing

The following Table XVI shows how Englewood compares with nine of the more significant industrial towns reported in Table XV in ratio of employees to total population and in ratio of value added by manufacturing to the total payroll.

TABLE XVI - Comparative Ratio of Manufacturing Data

	Ratio Employees to Population	Ratio Value added, to Payroll
Englewood	.0977	1.843
Clifton	.2202	1.861
East Orange	.0361	1.379
Fair Lawn	.1319	2.020
Hackensack	.1298	1.637
Hoboken	.3168	2.896
Jersey City	.1183	2.342
Newark	.1940	1.884
Paramus	.0807	2.415
Plainfield	.1425	1.354

From the preceding Tables it will be noted that for its size Englewood ranks well as an industrial community, despite its essential residential character.

Table XVII shows how Englewood's industrial statistics compare with its population as a percent of New Jersey's comparable statistics. The table may be interpreted that in number of industrial establishments the City ranks high as an industrial town. It is not a typical industrial town in the number of employees, payroll, or value added by the manufacturing process. These data complete the picture of a residential community which has built into its economic life a substantial but not overpowering industrial complex.

TABLE XVII - Englewood Industrial Statistics as Percent of New Jersey

	New Jersey	Englewood	%
Population	6,066,782	26,057	.429
Industrial Establishments			
Total	14,010	108	.771
With 20 or more employees	4,995	39	.781
All Employees	761,916	2,546	.334
Payroll ($1,000)	3,822,892	11,444	.299
Value Added by Manufacturing ($1,000)	7,499,367	21,077	.281

Source: New Jersey, 1958 Census of Manufacturing

The Englewood Master Plan (p. 49) indicates the 1959 assessments on industrial property were $3,421,000 in real and $560,000 in personal property combining to represent 8% of the city's assessed valuation and yielding approximately $320,000 in tax revenue. This represents a substantial support of the city's economy.

Retail Trade

The Englewood Master Plan, 1959 has much to say by way of promise of Englewood's retail trade segment of the economy. Although the 1958 per capita sales in Paramus and Hackensack were significantly higher than Englewood's ($5,750; $3,250; and $1,820 respectively: - p. 53),(1) nevertheless a substantial retail economy is noted. Table XVIII further substantiates this conclusion by showing that Englewood's data on its retail economy consistently runs ahead of its proportionate population share in Bergen County and in New Jersey.

TABLE XVIII - Englewood's Retail Sales Data Compared with New Jersey and Bergen County

	New Jersey	Bergen Co.		Englewood		
		Total	% N.J.	Total	% N.J.	% Bergen
Population	6,066,782	780,255	12.9	26,057	.429	3.3
Total Establishments	68,377	7,124	10.4	327	.478	4.6
With Payroll	42,261	4,618	10.9	249	.589	5.4
Sales-All est. ($1,000)	7,275,092	904,653	12.4	48,950	.672	5.4
Est. with Payroll	6,672,340	841,459	12.6	46,924	.703	5.6
Payroll, Annual ($1,000)	779,221	97,078	12.5	5,200	.667	5.4
Paid Employees(Nov.15)	264,809	32,146	12.1	1,503	.567	4.7
Full Work Week	213,078	24,956	11.7	1,244	.583	5.0
Active Proprietors (unincorporated)	65,856	6,545	9.9	290	.440	4.4

Source: 1958 Census of Business: New Jersey Retail Trade

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(1) Raymond and May used estimates of 1958 population which differ from 1960 census reports.

As an asset to the public economy commercial establishments provided 18.25% of the 1959 valuations, compared to 8.23% provided by industry (Englewood Master Plan, 1959, p. 50.)

A conclusion seems evident that Englewood should analyze its classifications of retail strength and encourage development of land use in these areas. This has a direct relationship to the school problem, not only from the standpoint of the economy, but from the middle and upper income employees attracted to the city, and the general upgrading environment of retail sites as compared with industrial. There may also be some point in consideration of extensive retail renewal areas on and surrounding the Lincoln School site.

Table XIX which shows the relative power of various types of business to thrive in Englewood seems to indicate preference for automotive sales, gasoline stations and specialty shops (other retail stores).

This analysis may serve to indicate the types of commercial outlets which can thrive in Englewood despite the competition of the great shopping centers along Route 4.

TABLE XIX - Distribution of Retail Sales - Englewood and Bergen County

	Bergen County		Englewood		
	Total Sales ($1,000)	% of County Total Sales	Total Sales ($1,000)	% Engle. Total Sales	% Bergen Co.
Population					3.3
All Sales	904,653	100.00	48,950	100.00	5.41
Lumber, Bldg. Mats.	49,497	5.47	1,304	2.66	2.63
General Mchdse.	87,436	9.67	D		
Food Stores	247,704	27.38	11,936	24.4	4.81
Automotive Dealers	122,911	13.58	14,555	29.7	11.84
Gasoline Ser. Stations	64,399	7.12	4,194	8.57	6.51
Apparel, Accessory Stores	72,441	8.01	3,969	8.11	5.48
Furniture, Home Furnish. Store Equip.	58,680	6.49	2,521	5.15	4.2961
Eating, Drinking Places	68,441	7.57	2,548	5.21	3.722
Drug Stores, Proprietary,	25,463	2.81	1,092	2.23	4.288
Other Retail Stores	84,233	9.31	5,620	11.48	6.671
Nonstore Retailers	23,448	2.59	D		

The general conclusion of this section may be that Englewood as a retail center holds good promise for certain types of retail outlets which thrive despite area competition. The encouragement of such retail development is of value to the city and to the school system, because of its upgrading influence compared to industrial development. Retail outlets attract middle and upper class families; they present attractive architectural facades; their employees, largely white collar, tend to live near their place of employment and to send well-groomed and capable children to the local schools.

CHAPTER IV

ENGLEWOOD SCHOOL SYSTEM

The purpose of this chapter is to present only those data about the Englewood School system which are pertinent to the estimate of future enrollment and the discussion of the problem of racial imbalance.

Plant

The public school plant of Englewood consists of 5 elementary schools, 1 junior high school, (Englewood Junior High School), senior high school, (Dwight Morrow High School), 1 auditorium (Englewood Academic Hall), 1 stadium and sports field, and 2 buildings on Engle Street, the disposition of which constitutes one of the concerns of this report. The plant as described is designated on the map, p. 3. In addition to the buildings, the Board of Education holds title to 11½ acres of land on Lafayette Place and to 6.86 acres in the southeast section of the city (extension of Van Nostrand Avenue) known as the Stone Quarry. The Board also holds title to the land used as a city playground south of the football field on Durie Avenue, and also owns the Little League playing field east of the football field.

Functional Operating Capacity of the School Plant: The best formula for measuring the capacity of a school plant is to assign a maximum class load to each classroom or teaching station(1) determined by local or state policy on class size. This maximum will vary with the use of the room. For example, the Englewood plant capacity is measured on a maximum class size of 30 per regular classroom, 24 for shops and other special rooms, 60 for a double gymnasium, and 60 for a kindergarten which functions with separate enrollments for morning and afternoon sessions. Since elementary class sizes never come out just at 30 per section, and since varying enrollments in respective subjects in secondary school can never be controlled at a maximum of thirty, and since the secondary school usually must schedule with flexibility so that every classroom may not be used every period of the day, a figure of 80% of the maximum seating capacity is used to arrive at a standard measure called the functional operating capacity. Table XX following shows the operating capacities and 1961 enrollments of the buildings which constitute the operating school plant in Englewood.

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(1) A teaching station is where a teacher meets a class. A gymnasium is not a classroom but it is a teaching station.

TABLE XX - Functional Operating Capacity - Englewood School Plant

School Building	Maximum Seating Capacity	Functional Operating Capacity	1961 October Enrollment
Dwight Morrow	1,032	825	711
Englewood Junior High	1,188	950	853
Cleveland	600	480	497
Liberty (a)	540	432	434
Lincoln (b)	780	624	538
Donald A. Quarles	420	336	366
Roosevelt	420	336	350

(a) The capacity of Liberty School is computed for 16 classrooms plus kindergarten, the library in this school being presently located in the basement.

(b) All classrooms are in use in Lincoln School, the enrollment including two trainable classes with total enrollment of 23, with one room being used as a library work room, and one room being used as location of the child study department. In addition to these buildings, 15 special class pupils are assigned to two classes in the old Junior High School on Engle Street, likewise occupied by the Board of Education and administrative staff. The obsolete, presently vacant Franklin School had a functional capacity of 432, if no provision were made for library. The old high school building on Engle Street, could accommodate between 500 and 600 pupils on functional capacity

Site Areas: The site areas of the Englewood Elementary Schools are all generally inadequate. Table XXI shows the acreage for each school including the area on which the building stands.

TABLE XXI - Area of School Sites - Englewood Public School Plant

School	Area in Acres
D.M.H.S. and Englewood Junior High School	33.9 (exclusive of Tryon Ave. Field)
Cleveland School	5.51
Liberty School	2.26
Lincoln School	2.1
Donald A. Quarles School	10.0
Roosevelt School	3.28
Franklin and old High School, Engle Street	4.26

The standards fixed by the building code are as follows: (1) five acres at least for elementary schools plus one acre for every 100 pupils enrolled. (2) Twenty acres at least for secondary schools plus one acre for every 100 pupils enrolled.

Enrollment

The changes in enrollment by years in four categories (total enrollment, average daily attendance, average daily enrollment, and October 1 enrollment) are shown on Table A-I-1 on p. 146. The enrollment October 1, 1961 was 3,764 pupils.

The distribution of pupils enrolled in the various grades on October 1, of each year since 1950 are shown on Table XXII on the following page. It will be noted that the enrollment has grown during the decade from 3,311 in 1950 to 3,764 in 1961 during which time nonresident pupils (nearly 500) were eliminated from Englewood schools.

Growth of Resident Enrollment: The elimination of tuition pupils, started in 1956, checked the growing total enrollment. The local resident

TABLE XXII - School Enrollment by Grades

1950 - 1961

	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
K	295	355	389	381	329	287	308	351	290	325	300	296
1	286	285	318	357	336	334	304	335	339	292	335	315
2	245	282	284	326	340	330	343	299	329	348	301	333
3	286	275	276	297	327	341	329	349	302	323	339	301
4	238	278	277	284	283	317	330	320	337	286	314	330
5	245	232	277	289	284	286	312	314	321	317	286	307
6	205	238	235	257	289	271	283	297	305	297	307	280
Total Elem.	1,800	1,945	2,056	2,191	2,188	2,166	2,209	2,265	2,223	2,188	2,182	2,162
7	228	218	227	250	255	293	270	256	278	288	294	296
8	191	217	191	221	234	249	273	236	254	278	284	295
9	197	222	241	229	267	265	247	278	233	225	270	250
Total Jr. H.	616	657	659	700	756	807	790	770	765	791	848	841
10	365	294	338	350	345	350	267	275	262	233	230	269
11	289	304	281	316	352	337	341	246	278	260	215	237
12	241	263	246	253	266	320	315	317	221	264	227	205
Total Sr. H.	895	861	865	919	963	1,007	923	838	761	757	672	711
Special Classes						15	16	26	38	41	43	50
Total Schools	3.311	3.463	3,580	3,810	3,907	3,995	3,934	3,899	3,787	3,777	3,745	3.764

The figures represent the children on the roll on October 1 of the respective year.

enrollment, which had increased to that date, thereafter has remained at a level point between 3,720 and 3,740 pupils on October 1 for the past four years. (See Graph on p. 45 and Table A-I-2 on p. 147.

Independent and Parochial School Enrollment: Englewood has three independent schools and one parochial school enrolling children of public school age. All of them enroll children who reside outside of Englewood.

Table A-I-9 of the Appendix, p. 154, shows 1,200 pupils residing in Englewood who attend the nonpublic schools. Added to public school enrollment this gives a total of 4,964 school children in all Englewood Schools grades K-12, of which 75.8% are in public and 24.2% in nonpublic schools.

Contrary to current supposition the percent of the total school population enrolled in nonpublic schools has not increased. The Ohio State Survey (p. 44) of 1956 reported percent of Englewood pupils attending local nonpublic schools respectively from 1949 to 1956 as follows: 24.5%; 24.2%; 23.8%; 24.5%; 24.2%; 25.4%; 26.4%.

Further it is noteworthy that slightly more than half of the pupils enrolled in local independent and parochial schools come from homes outside the City of Englewood, meaning that nearby towns likewise send substantial numbers of their children to nonpublic schools.

The following Table XXIII indicates the existing public elementary school districts from which local children attend the nonpublic schools of Englewood.

TABLE XXIII - Nonpublic School Pupils, Grades K-6 Residing in Public Elementary Districts

Public School District	10/1/61 Public School Enrollment	Eliz. Morrow School	Dwight School	Englewood Boys	St. Cecilia	Total Non-Public
Cleveland	497	7	1		161	169
Liberty	434	3			233	236
Lincoln	538		1		55	56
Donald Quarles	366	74	29	6	78	187
Roosevelt	365	21	14	5	19	59
		105	45	11	546	707

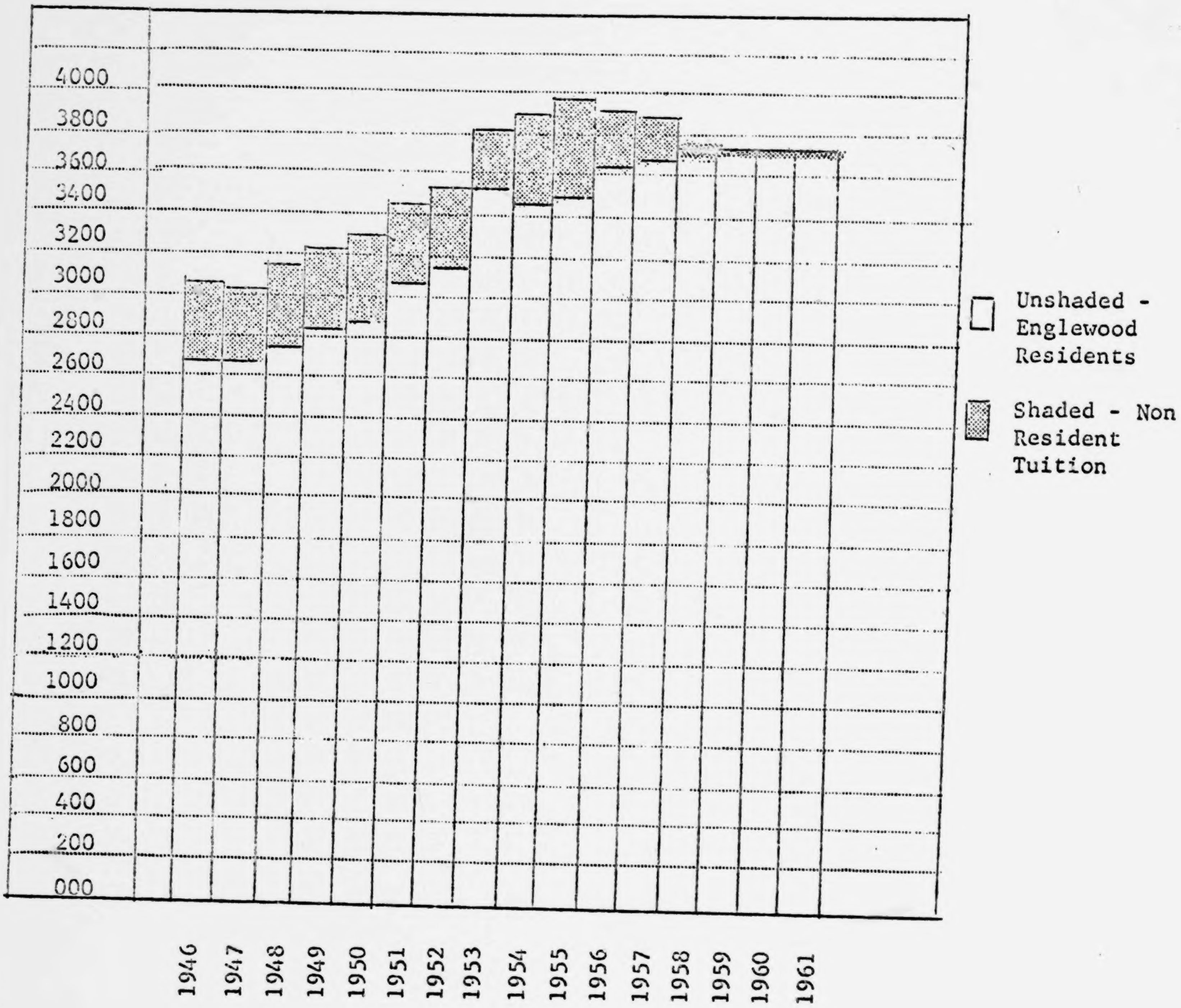
It should be noted in the following Table XXIV that the independent and parochial schools of Englewood are providing education for a total of 2,546 children, 48.5% of which reside in the city and 51.5% reside elsewhere.

TABLE XXIV - Analysis of Nonpublic School Enrollment - Englewood Schools

	Independent Schools				Parochial	
	Eliz. Morrow School	Dwight School	Englewood Boys School	Total Independent	St. Cecilia	Total Non-public Schools
Englewood Residents						
Grades K-6	105	45	11	161	546	707
Grades 7-9		68	58	126	171	297
Grades 10-12	___	59	31	90	106	196
Total Englewood Residents of Public School Grade	105	172	100	377	823	1,200
Nursery School	31	4	___	35	___	35
Total Englewood Residents	136	176	100	412	823	1,235
Nonresident	192	175	138	505	806	1,311
Total-Educated in Englewood Non-Public Schools	328	351	238	917	1,629	2,546

St. Cecilia High School, grades 9-12 - 752 nonresidents
St. Cecilia Grammar School, grades K-8- 54 "
806

Chart VII - Englewood Public School Enrollment Trend - 1946-1961
Resident and Non-Resident Students



Racial Composition of School Enrollment

Compared to the 27.6% nonwhite population shown in the 1960 Englewood Census, the public school enrollment shows a composition of 36.89 Negro. (See Table XLV, p. 112). This table also shows the percent of Negro enrollment in the five elementary schools as follows: Cleveland -.2; Liberty - 63.1%; Lincoln 98.7%; Donald Quarles - 4.6%; Roosevelt - 11.7%; Junior High School - 39.4%; Senior High School - 26%.

Reference should be made to the extent and pattern of growth of the Negro enrollment as indicated in Table XLVI, p. 113, and following. Interpretation and further detail of these data will be provided in Section II, pp. 86-137 of this report.

Mobility of Population

It is common knowledge of all who study population in American life that people are moving about in great numbers. "It has been estimated that one American out of five moves in an average calendar year."(1) This is especially evident in the great metropolitan complexes in our nation which are in continual state of population flux due primarily to jobs, availability of housing, and search for comfort and status.

Indeed the occupational mix of Englewood's population shows several types of high and low income groups which are particularly prone to mobility.(2) Accordingly, it is not surprising that there is great mobility in Englewood's school population.

A significant study has traced the record of the class which will graduate from Dwight Morrow High School from the entrance in first grade in 1950

(1) Gottman, Jean Megalopolis, New York, Twentieth Century, 1961, p. 694
(2) The Problems of Migration in American Middle Class, New Brunswick Urban Studies Center, Rutgers University, 1962

TABLE XXVII - In-Migration, Out-Migration and Transfers

Englewood Schools, September 1959 to June 1961

Movement	Left	Entered
To or from nearby towns	250	196
To or from remote towns	112	98
To or from unaccounted place	95	63
	457	357
Transfer		
To or from independent schools	48	9
To or from parochial schools	15	25
	63	34
* Lincoln School to Liberty School	24	
* Liberty School to Lincoln School	18	
* Between other public elementary schools	22	
	64	

* Involves change of residence

The significant factor in Table XXVII is not so much the extent of movement, but the indication of net out-migration from Englewood of families with school children.

This trend is also reflected in the table showing migration ratio's over an eleven year period, Table A-I-10, p. 155,in which it is generally reflected that the persistence of enrollments of the respective classes in successive years is less than 100%.

A further migration study was made of the movement in and out of Lincoln and Liberty Schools since 1954 when the boundary lines were changed. The study involved pupils who started in these respective schools in September 1954 in Kindergarten and grades 1, 2, 3 and 4. The results are shown in the following Table XXVIII.

TABLE XXVIII - Migration of Lincoln and Liberty School Pupils - Class entering in 1954

Liberty School

	Entered Class entering in 1954 as						Left Class entering in 1954 as					
From or To	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Total	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Total
Nearby Towns	7	21	13	7	2	50	25	27	15	10	5	82
Remote Towns	3	10	7	1	1	22	5	9	4	9	3	30
*Lincoln School	25	3	5	3	3	39	5		2			7
Other Elem. "						--	2	2	2	4	1	11
Independ. School	1			1		2						
Parochial "			2	1		3		1	2	1		4
Unaccounted	20	40	40	32	21	153	35	50	31	27	15	158
	56	74	67	45	27	269	72	89	56	51	24	292

Lincoln School

	Entered Class entering in 1954 as						Left Class entering in 1954 as					
From or To	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Total	K.	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Total
Nearby Towns	6	8	8		4	26	14	12	12	9	10	57
Remote Towns	4	9	9	1	3	26	2	6	5	7	1	21
*Liberty School	4	3	2		1	10	28	2	6	4	5	45
Other Elem. "							2		1			3
Independ. "												
Parochial "			1			1						
Unaccounted	19	40	13	22	16	110	50	28	31	11	9	129
	33	60	33	23	24	173	96	48	55	31	25	255

* The figures of transfers between Liberty and Lincoln Schools do not agree.

The large number of migrants, in and out, who are unaccounted for are the transfers during the summer whose origins or destinations are not indicated on school registers from which these tabulations were made. It may be presumed that the respective origins and destinations of this group will follow approximately the proportions of those recorded in the table.

Again, in these figures, the net excess of out-migration is noted in both schools. It should also be noted that in both schools a significantly larger number of persons are leaving for nearby towns than are being received from these towns. This may indicate on the part of some a desire to live elsewhere in the metropolitan area than in Englewood.

In the tabulation of migration data a significant trend of Negro in-migration from the South and from New York was noted. Likewise, there is a significant out-migration of Negroes to Teaneck, Paterson, and Hackensack. In some instances this represents a withdrawal of middle and upper-class Negroes, a trend which promises to be accelerated as availability of homes in other areas of Bergen County increase.

The following table shows a sampling of pupils entering and leaving the elementary schools during the school terms of 1959-60 and 1960-61. The list does not include all students, since the places of entering and leaving of summer migration of pupils were not recorded in school registers. The table, however, does indicate certain migration patterns:

TABLE XXIX - Migration Patterns of Elementary School Parents

	Entered			Left		
School	Nearby	Remote	Total	Nearby	Remote	Total
Cleveland	35	13	48	47	11	58
Liberty	51	18	68	44	23	67
Lincoln	20	29	49	52	8	60
Quarles	33	5	38	20	15	35
Roosevelt	23	10	33	32	5	37

Notes: Cleveland - Of the 35 pupils entering Cleveland School from nearby towns, 16 were from Bronx and 7 from Flushing and Long Island. Those leaving were scattered through the region without pattern.

Liberty - Of the 51 pupils entering from nearby towns, 25 were from New York City. Of the 44 pupils leaving for nearby towns 10 went to Jersey City, 5 to Hackensack and the rest scattered.

Lincoln - The Lincoln School is the only elementary school showing a fixed pattern of migration from remote places. Of the 29 pupils entering from remote towns, 22 were from southern states. Of the 20 entering from nearby towns 5 were from Hackensack, 5 from New York City, 4 from Paterson and the rest scattered. In addition to the 49 entering students, 20 entered and left within the year. Of the 52 students leaving for nearby towns, 22 went to Paterson, 12 went to Teaneck, 7 to Hackensack, 4 to Newark and 1 each to Jersey City and Spring Valley.

Quarles - Of the 33 pupils entering from nearby towns, 7 were from New York City, 6 from Paterson, and the rest scattered through the region. Of the 20 pupils leaving for nearby towns, 4 went to Tenafly, 3 to Englewood Cliffs, and the rest scattered.

Roosevelt - Of the 23 pupils entering from nearby towns, 10 were from New York City and the rest scattered. Of the 32 pupils leaving for nearby towns 5 went to Paramus, 4 to Englewood Cliffs, 3 to Demarest, and the rest scattered.

Withdrawal of middle and upper-class families, white and Negro, represents an element of a pattern which in long perspective results in deterioration of a neighborhood and of a town.

This pattern is well documented by sociologists who have observed its course in other communities. As a neighborhood begins to deteriorate the better families leave. Their homes are occupied by lower income people and this trend then becomes cumulative.(1)

In summary the data presented in this section seem to justify the conclusion that the public school enrollment is being depressed by the net out-migration of middle and upper-income families, Negro as well as white. This factor is probably the reason that, despite the effect of larger postwar birth rates upon the schools the resident enrollment is remaining static, possibly showing signs of loss contrary to the predictions of the Ohio State Study.(2)

Curriculum and Services

Although this chapter is not intended as an exhaustive survey of the school system, it should be noted that during the transition period of the

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(1) Gottman, Jean Megalopolis, New York Twentieth Century Fund, 1961, p. 700
Handlin, Oscar The Newcomers, Cambridge, Harvard University Press, 1959, p. 14

(2) Ibid. (See Table I, p. 10)

1950 decade the school system increased its proportion of graduates entering college, standards on achievement tests were maintained, guidance and child study services were increased and expanded through more personnel and new approaches, programs for gifted children were instituted in the junior and senior high schools and studies and experimentation for educating gifted children and slow learners have been initiated in the elementary schools. Library services have been expanded.(1) Further, a long range curriculum study was initiated in 1959 which has to date resulted in a comprehensive report on the total curriculum, revision of elementary arithmetic curriculum, expanded elementary science, a report on reading, a report on the teaching of critical thinking, the institution of a course in distributive education in the senior high school and the revision of other courses at that level.(2) In the junior high school a Special-Projects program for meeting individual pupil capacities has gained success, and major curriculum changes have provided eighth grade languages, advanced science, and a block system of scheduling for exploratory language reading and arts. Some experimentation has been undertaken with a high horizons program.

The point of this section is to indicate that, even during periods of transition with increasing population complexities, with fluctuating and uncertain enrollments, school standards have been maintained and improved. This is significant as we consider proposals for further adjustments in Englewood's school system.

(1) See Superintendent's Annual Reports, 1959, 1960

(2) See the series of curriculum reports of the Englewood Public Schools. Report Number One, General Survey, 1960; Report Number Two; Part I, Reading, Part II, Critical Thinking, Part III, Summary of Committee Actions: Music Syllabus, 1961

Summation of Data on Schools

The data and analyses presented in this chapter present a description of a school system which has felt the impact of transistion with a static or possibly decreasing enrollment, an increase of Negro enrollment, certain patterns of migration suggesting withdrawal of middle income and upper-class population, low fertility and low birth rates. The school buildings standing for the most part on small sites are nevertheless adequate and at capacity for the present enrollment. The service of the school has been maintained at high standard through the period of transition.

CHAPTER V

FINANCES

Englewood has had efficient government for many years. Its public finances are sound and in good order, both in the municipal and the public school sections of the city's public affairs.

The general policy of the officials has been one of tax consciousness. However, in the last decade funds have been available for school buildings, including a new elementary school building, a new junior high school building, and a new auditorium. Also, provisions have been made for expansion of school personnel and of school services as detailed in the last chapter, p. 51. Municipal services have likewise been expanded and improved. Englewood was listed in 1955 as one of the ten highest in per capita municipal operating expenditures among 64 middle sized New Jersey communities.(1) This is well supported by the data in the following page.

School Finances: The trend in day school operating costs during the past three years is as follows:

TABLE XXX - Day School Operating Costs

Year	Total Cost	Cost Per Pupil A.D.A.	A.D.E.
1958-59	$ 1,954,687.67	$ 562.48	$ 518.99
1959-60	2,083,684.64	598.60	554.61
1960-61	2,161,532.59	628.10	580.90

Source: Superintendent's Annual Reports - all costs included - Does not agree with state reports of local per pupil cost, since summer school and other charges are eliminated from state reporting data.

(1) Wood, Robert C. 1400 Governments, Cambridge, Harvard University Press, 1961, p. 61.

The following Table XXXI shows Englewood's comparative rank among selected towns of the region for the school year 1959-60.

TABLE XXXI - Comparative Day School Cost Per Pupil in Total Average Enrollment, 1959-60

	Average Enrollment	Cost Per Pupil
Bergen County		
Englewood	3,756.6	$ 545.24
Bergenfield	5,333.4	369.49
Fair Lawn	7,700.9	439.02
Fort Lee	2,155.1	474.22
Glen Rock	2,749.3	531.02
Hackensack	5,237.5	528.98
Leonia	1,389.6	472.58
Mahwah	1,451.7	591.69
Paramus	4,553.9	417.76
Ridgewood	5,613.8	562.03
Teaneck	8,113.6	456.52
Tenafly	3,205.1	471.66
Essex County		
Belleville	5,261.2	436.92
Bloomfield	7,634.3	481.43
Glen Ridge	1,610.9	504.73
Livingston	5,578.9	350.94
Millburn	3,485.1	567.21
Montclair	6,930.6	504.68
South Orange-Maplewood	7,061.8	524.07
West Orange	6,892.4	489.19
Morris County		
Madison	2,860.1	485.72
Morristown	2,945.1	550.19
Somerset County		
Somerville	3,117.0	440.26
Union County		
Plainfield	8,294.8	437.02
Westfield	7,436.3	412.81

Source: Ninth Annual Report of Commissioner of Education, 1959-60.

Note: Summer School costs not included.

It will be noted that among the 25 communities included in Table XXXI Englewood ranks 5th from highest and ranks 3rd from highest in Bergen County. The Commissioner's 1959-60 report shows the regional high schools with high costs due to the weighted cost of high school education. Disregarding these regional and vocational high schools Englewood ranks 16th among the school districts of the State in cost per pupil in average enrollment. This is at the 97th percentile.

These data depict a city which, despite a meticulous concern for the taxpayer's dollar has spent more than average amounts for its municipal and school services.

It should be noted that in placing itself among the high per capita spenders Englewood is also leading from strength. Reference to Tables II and III, p. 14 shows a high income per household and a high effective buying income. Table XXXII, p. 58, shows a good comparative position among the communities in ratio of school debt to assessed valuation. The stability of Englewood's public finances has been sufficient to maintain a bond rating of A.

Tax Base

Englewood's schools are supported largely from funds collected as taxes on local property. Approximately 90% of the funds for current operation are from this source.

The tax base from which this is collected is the assessed valuation of property, shown in Table XXXIII, p. 59.

TABLE XXXII - 1959-60 Comparative School Finance Data

Name of Town	A.D.E.	Net Taxable Valuation in Thsds.	True Valuation per Resident pupil A.D.E. in Thsds.	3 Yr. Ave. Assessed Val. Real Prop. in Thsds.	School Debt in Thsds.	% School Debt is of Ave. Assd. Val.
Bergen County						
Englewood	3,756.6	$ 48,862.5	$ 47.204	$ 42,146.5	$ 4,345	10.3
Bergenfield	5,333.4	24,489.5	26.730	23,120.1	4,810	20.8
Fair Lawn	7,700.9	48,708.1	27.507	43,583.2	7,716	17.7
Fort Lee	2,155.1	25,041.2	67.413	21,904.1	1,419	6.5
Glen Rock	2,749.3	43,140.2	29.567	16,568.3	3,633	22.0
Hackensack	5,237.5	76,815.3	47.855	58,496.5	2,398	4.1
Leonia	1,389.6	13,400.1	38.606	11,835.5	266	2.3
Paramus	4,553.9	41,553.9	38.663	31,930.6	10,083	32.0
Ridgewood	5,613.8	46,257.7	37.342	41,179.2	4,845	11.8
Teaneck	8,113.6	60,264.5	33.045	55,996.6	6,186	11.0
Tenafly	3,205.1	27,613.1	43.490	23,267.3	4,076	17.5
Essex County						
Belleville	5,261.2	62,514.0	30.397	54,989.6	5,728	10.4
Bloomfield	7,634.3	92,002.0	32.862	81,256.2	6,526	8.0
Glen Ridge	1,610.9	17,956.2	32.732	16,469.5	925	5.6
Livingston	5,578.9	70,952.2	27.385	61,219.8	6,864	11.2
Millburn	3,485.1	72,002.1	62,981	51,165.4	3,924	7.7
Montclair	6,930.6	97,683.5	34,851	86,626.9	6,449	7.4
South Orange-Maplewood	7,061.8	106,677.3	39.463	86,586.4	6,391	7.4
West Orange	6,892.4	94,568.2	34.309	81,710.7	9,137	11.2
Morris County						
Madison	2,860.1	23,133.9	35.549	19,251.3	3,785	19.7
Morristown	2,945.1	29,660.5	40.251	25,484.6	3,856	15.1
Somerset County						
Somerville	3,117.0	14,236.3	27.354	10,754.1	1,027	9.5
Union County						
Plainfield	8,294.8	79,414.3	25.643	68,947.1	5,512	8.0
Westfield	7,436.3	60,116.6	28.230	52,059.1	8,134	15.6

TABLE XXXIII - Analysis of Assessed Valuations

	1959	1960	1961	1962
Land and Improvements	$42,742,000	$43,669,500	$44,607,900	$74,246,700
Railroad Property	46,600	46,600	46,600	46,600
Tangible Personal Property	6,300,700	6,596,300	6,632,000	4,001,700
	$49,089,300	$50,312,400	$51,286,500	$78,295,000
Less deductions	1,427,150	1,449,950	1,479,150	1,014,250
Net Valuations Assessed	$47,662,150	$48,862,450	$49,807,450	$77,280,750
Ratio of Land and Improvements assessment to true value	28.23%	25.9%	26.2%	40.0%
Tax rate - County	.9597	1.0336	1.0149	
School	4.0982	4.4120	4.5933	
Local Government	3.9421	3.7944	3.5618	
Total tax rate per $100	9.0000	9.24	9.17	

Source: Englewood City Auditor's office.

Referring to Table XXXIV in which is shown the relationship of tax rate to ratio of assessed to true valuation it will be noted that Englewood's position tax-wise among the 24 towns is approximately equal to or better than the majority of communities.

For example, the combination of ratio of assessed to true valuation, the percent the school debt is of the assessed valuation, and the tax rate will place the Englewood property holder in approximately an equal position with such towns as Ridgewood and Teaneck. Englewood is in a more favorable position than most of the Essex County towns where the relatively high ratio of assessed to true valuation gives added weight to the significance of the tax rate and of the percent the school debt is of the assessed valuation.

Table XXXIV **Comparison of Assessed Valuation, School Debt and Tax Rate - 1959-60**

Name of Town	Ave. Assessed Val. 1957-58-59 in Thousands	Ratio Assessed to True Value	% School Debt is of Ave.Ass.Val.	1960 Tax* Rate Schools	Total
Bergen County					
Englewood	42,146.5	26.15%	10.3%	4.42	9.24
Bergenfield	23,120.1	17.82%	20.8%	8.67	13.08
Fair Lawn	43,583.2	22.53%	17.7%	7.43	11.39
Fort Lee	21,904.1	16.78%	6.5%	4.51	9.46
Glen Rock	16,368.3	55.26%	22.0%	4.03	5.46
Hackensack	58,496.5	35.30%	4.1%	3.13	6.88
Leonia	11,835.5	26.30%	2.3%	4.58	8.30
Paramus	31,930.6	22.58%	32.0%	5.90	8.97
Ridgewood	41,179.2	22.24%	11.8%	6.77	10.97
Teaneck	55,996.6	22.40%	11.0%	6.13	10.61
Tenafly	23,267.3	22.49%	17.5%	5.44	9.52
Essex County					
Belleville	54,989.6	37.20%	10.4%	3.45	8.21
Bloomfield	81,256.2	34.79%	8.0%	3.86	8.15
Glen Ridge	16,469.5	33.66%	5.6%	4.75	9.29
Livingston	61,219.8	47.96%	11.2%	3.50	6.01
Millburn	51,165.4	31.61%	7.7%	3.02	6.73
Montclair	82,626.9	40.22%	7.4%	3.55	8.14
So. Orange-Maplewood	86,586.4	--	7.4%	3.73	7.84
West Orange	81,710.7	38.52%	11.2%	3.79	7.75
Morris County					
Madison	19,251.3	9.58%	19.7%	5.80	9.58
Morristown	25,484.6	27.01%	15.1%	5.38	9.60
Somerset County					
Somerville	10,754.1	20.00%	9.5%	6.61	11.75
Union County					
Plainfield	68,947.1	34.61%	8.0%	4.72	8.86
Westfield	52,059.1	27.95%	15.6%	5.88	9.10

* Includes Chapter VI debt service

Bonded Debt

The New Jersey law (1) places a statutory limitation on school districts such as Englewood of 8% of the assessed valuation averaged over the latest three years. A 7% limitation is placed on the municipality, making a total of 15% limitation on the combined bodies. With consent of City Council school bonds may be issued in excess of the statutory school limit if, when combined with the City's outstanding bonds, the total does not exceed the combined 15% limit. In Chapter VI Districts (Englewood) the issuance of bonds within these limits is within control of the Board of School Estimate and City Council without referendum of the people.

If bonds in excess of the combined limit of 15% are deemed necessary an appeal may be made to the State Commissioner of Education and to the New Jersey Local Government Board. Upon consent of these state agencies bonds may be issued in excess of 15% upon approval of the people in referendum.

As of December 31, 1961, the City of Englewood had outstanding school bonds in amount of $4,090,000, with an average assessed valuation of real property for the years 1958-1959-1960 of $43,719,750 providing an 8% statutory limit amounting to $3,497,580. This would indicate that Englewood has exceeded the school statutory limit by an amount of $592,420.00. As soon as the 1961 taxable valuations replace the 1958 amount the average of $48,777,000 would permit a limit of $3,902,000 resulting in an excess of $188,000 without the retirement of more bonds. With the retirement of $200,000 school bonds scheduled for 1962(2), the school district should be within its statutory limit of 8% by the end of the current calendar year. As of December 31, 1961 the City had outstanding bonds of $1,062,406.29 against a 7% limit of $3,060,382 less the $592,420 excess school bonds charged against it. The increase of ratables to a 40% ratio should, after a three-year period substantially increase the debt limit. This action should increase the facility with which officials may issue bonds without reference to the local government board or referendum of the people. The effect of such action would, of course, be noted by those who establish ratings for the bonds. Other factors which would be noted are the stability of the government provided by the people, the presence of extended deterioration of housing the prospect for increase or decrease of low-income-high-welfare population, the good or bad prospect of industry and business on the public economy.

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(1) New Jersey Statutes annotated - 18:5-84; 18:5-85
(2) See Schedule of Bond and Interest Payments. Appendix, Table A-I-11 P. 156

A list of 50 New Jersey school districts has been obtained from state offices where exceeding the statutory school debt limit did not lower the Moody's A ratings of the bonds issued by these districts. There is some record of lowered ratings where excessive issuance over the statutory limit plus factors of deterioration of housing, of incomes, and of business prospect combined to produce a lowered rating.

The analysis of these data leaves a picture of a community with a well ordered financial structure, capable, if wisdom and the consensus of the public will so dictate, of spending reasonable sums to protect itself from deterioration. Indeed, the greatest threat to the financial stability of the City at the present time lies in the possibility that it may succumb to the pressure to admit more low income families with consequent devaluation through deterioration and the inability to support the annual costs of a forward looking school and municipal program.

SUMMATION OF DATA ON ENGLEWOOD

Englewood is a mature town, showing a continuing trend which is emphasizing a professional and managerial population component on the one hand, and an industrial labor component on the other. Over the last twenty years the population of the City's residents working in clerical and sales occupations and as domestics has fallen steadily. Compared to its neighbors, Englewood displays a much smaller proportion of the "middle class" occupations of craftsmen and operatives than is typical. Thus, in recent years its population exhibits two peaks in occupational distribution characteristic of the inner ring community. Holding and attracting preponderant middle and upper-class components of all races is one of the chief challenges facing the City.

Englewood's school system has reacted to the transition by an enrollment pattern showing static or reducing tendencies, by the increase in proportion of Negro children, and by showing a pattern of migration which suggests withdrawal of all income groups, lower middle and upper-class, and of Negroes as well as whites. The school buildings are adequate, are at the present serving the enrollment adequately, but for the most part are at full capacity. The standards of school services have been maintained, which indicates a staff capable of holding standards through transition.

The City is in position financially to make choices concerning school and municipal policy aimed at control of forces of deterioration.

CHAPTER VI

THE IMPACT OF METROPOLIS

CHARACTERISTICS OF THE REGION

Englewood today has been characterized as a mature suburb in the process of rapid transition. The first section of this report traced the slowing rate of growth within the City, the aging of its population, the decline of its fertility rate, the filling up of available vacant land, the rise of industrial development, and the rapid rate of turnover of in-migrants and out-migrants. All these characteristics help us build an accurate profile of Englewood as a suburban community in the inner ring of the New York Metropolitan Region.(1)

But if the preceding chapters characterize Englewood, they do not explain it. That is, they do not identify and account for the social and economic forces which have shaped the community. These forces are by and large generated from outside the City's boundaries. They arise from other geographical locations within the New York Metropolitan Region. Except for the decision Englewood makes about the use of its declining vacant land and the re-use of its established areas, the initiative for a change is not within the City's direct power to control. This chapter is devoted to identifying the forces and changes which are external and which arise within the broad complex of the 22 counties of the New York Region and indeed the forces which play across the entire Atlantic seaboard.(2)

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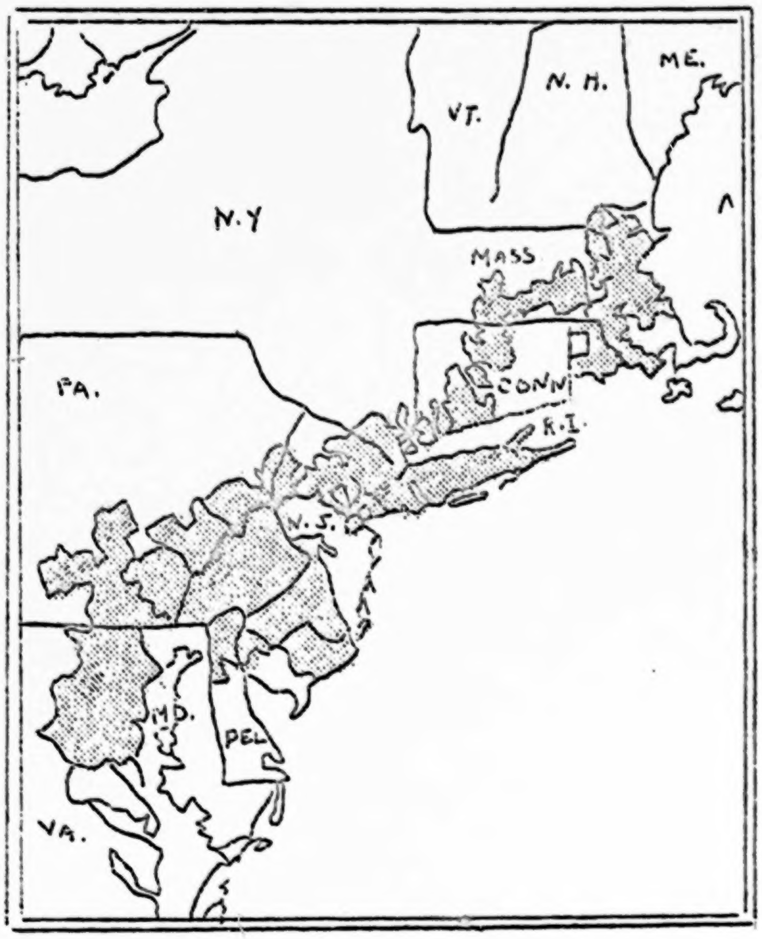
(1) For treatment of the Region see -
Hoover, Edgar M. and Vernon, Raymond Anatomy of a Metropolis, Cambridge, Harvard University Press, 1959

(2) Gottman, Jean Megalopolis, New York, The Twentieth Century Fund, 1961

CHART VIII - Eastern Seaboard Megalopolis



Englewood a Part of Urban Region

Residents of Englewood should be aware first that they are a part of a new form of urban region, a continuous metropolitan belt stretching 600 miles from Portland, Maine to Richmond, Virginia and extending from 30 to 100 miles inland in depth. This belt now includes 31,000,000 people as estimated in the territory included in a New York Times report of August 12, 1961.(1) Jean Gottman has ably recounted the movement of people, their social, economic and political characteristics within this complex metropolis covering a slightly larger area in which he records 37,000,000 people.(2)

(1) See Chart VIII, p. 66.
(2) Gottman, Jean Megalopolis, New York, Twentieth Century Fund, 1961, p. 7
(3) See Chart IX, p. 67.

Characterized by a density of population and a level of income unparalleled in Western history, this Region has functioned as "the economic hinge" between Europe and the American continent. Today it serves as a prototype of the modern industrial complex born of the scientific rather than the industrial revolution. It boasts a concentration of decision-making centers--in business, government and education--which cannot be found anywhere else in the world. The next 25 years will see its growth in people, jobs and wealth, at an annual rate far greater than it has ever experienced before. The "pull" of the Atlantic Seaboard will increase, not decrease.

Within Gottman's Megalopolis are a scatter of a second order of regional organization - commonly known as a metropolitan regions, having large cities as cores. The New York Metropolitan Region is the largest of these. Encompassing some 16,000,000 people and almost 7,000,000 jobs, the New York Region also includes some 1400 governments of which Englewood municipal government is one and the Board of Education is another. Within the Metropolitan Region three distinct rings of territory exist; the core, comprised of New York City itself and Hudson County; the inner suburbs like Bergen, Westchester and Nassau Counties; and the outer suburbs extending upward to Putnam and Orange Counties, and down to Monmouth.(1) Since World War II people, industry and commerce have been engaged in a pattern of steady diffusion outward from the central cities, stretching fingers of development across some 6,914 square miles of real estate. The populations of Hudson County and New York City have declined in these years; their housing densities have fallen; their rate of employment and large scale manufacturing enterprises and commercial and retail

(1) See Chart IX, p. 65

through which communities in the Region naturally have evolved. Though Bergen County is less intensively developed than other inner ring counties, it nonetheless stands between the stage of new development and the stage of slow downgrading.

In the ordinary language of the urban expert, Englewood would then be classified as "vulnerable" to changing population composition and changing patterns of land use. It is so situated geographically that it is an attractive location, both for families still oriented to New York occupationally and needing quick access to "downtown" offices, and to workers in the emerging industrial complex of the inner suburbs. But, at the same time, it should be noted that Englewood's own history of careful attention to zoning and planning and the character of its original settlement make the term "vulnerable" misleading. Rather, given its present pattern of single family housing, its steady growth and its peculiarities of terrain, Englewood is in the fortunate position of having a set of options into the future.

It is doubtful that Englewood could ever compete effectively with outlying portions of Rockland, Fairfield and Putnam Counties as a site of predominantly upper residential development. But it has real choices in terms of whether it wants land set aside or developed for business use predominantly industrial or predominantly commercial; whether it attracts a new population that is overwhelmingly lower-class, or whether it attracts a population which includes a "mix" of middle class and lower income groups; and whether the housing built on its vacant land takes the form of high-rise apartments, garden apartments or single family dwellings. All these alternate types of population, land use and residential construction find Englewood potentially attractive territory in terms of their needs. In effect all could "wish" to locate here.

The policies which the governments of Englewood adopt over the next decade will have much to do with determining the nature of the land use and the character of the population of the City in the future.

Population Pressure

Vernon estimated that Bergen County's 1960 population of 780,255 would grow to 1,025,000 by 1965; to 1,315,000 by 1975; and to 1,469,000 by 1985.(1) This is a growth increase over 1956 of 31% by 1965; of 68.5% by 1975; and of 86% by 1985. These estimates are larger than the projections of the New York Regional Plan Association and of Bergen County Planning Board, whose 1980 estimates were something under 1,2000,000.

If we assume that Englewood's growth rate may parellel the Vernon estimate for the County, starting with the 1960 population of 26,057, the County share which could come to Englewood would give population figures for the City as follows:

1965 - 34,000
1975 - 44,000
1985 - 49,000

Obviously these figures are not realistic projections, for with Englewood's limited portion of vacant land, the age, fertility and birth rates of its population, and its past rate of growth, the City is not likely to reach the population figures shown above. However, one must understand that this external pressure for growth is upon Englewood, and the estimate of 32,000 maximum population under existing zoning ordinances may be exceeded if the forces and trends which have heretofore retarded its growth are changed. The influx of younger aged population into middle class housing, the increase of low income industrial population, and surrender to pressure for high density multi-family dwellings are the forces which can open the door for this outside pressure to increase Englewood's population.

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(1) Vernon, Raymond, Metropolis, 1985; Cambridge, Harvard University Press, 1960, Table A-7, p. 239

Industrial Pressure

Englewood's labor force was shown in the 1950 census as reported by Raymond and May(1) to be 9,922 distributed as follows:

Manufacturing	22.8%
Construction	7.5%
Consumer trades and serviees	44.9%
Business and professional	13.0%
Government	3.5%
Others	8.3%

The economic data from the 1960 Census were not available at the time of this report. However, since the population increased 12.5% we shall assume a proportionate increase in the labor force to approximately 11,172 in 1960. Raymond and May estimated that approximately 80% of the City's labor force worked in Englewood and the surrounding New Jersey Counties of Bergen, Hudson, Passaic and Essex. If we apply this percentage to the estimated 1960 labor force we arrive at an approximate figure of 8,900 persons working in Englewood and the surrounding region. It is interesting to note that in 1958 retail outlets in Englewood provided 1,503 jobs and Englewood industry provided 2,546: these, of course, are not all presumed to be held by Englewood residents.

Assuming an even rate of growth within the 1950 decade, Englewood's labor force in 1956 should have been roughly 10,700 with about 8,500 of these working in the four-county area. We interpolate back to 1956 since this is the base year used by Vernon in projecting the Metropolis 1985(2) and this is our basic source for estimating the pressure which the region will exert upon Englewood.

Vernon predicted that the labor force for these four counties, Essex, Hudson, Passaic and Bergen, will increase from 1,050,800 in 1956 to 1,279,100 in 1965, and to 1,488,600 in 1975; giving growth rates of 22% from 1956 to 1965 and of 41.7% from 1956 to 1975.(3)

(1) Englewood Master Plan, p. 58
(2) Vernon, Raymond, *Metropolis 1985*, Cambridge, Harvard University Press, 1960
(3) Ibid, Tables A-3, A-4, A-5, pp. 233-235

If we apply these growth rates to Englewood's 1956 estimated labor force of 8,500 in the four counties we have a prospect of jobs for 10,370 Englewood residents in 1965 and of 12,044 jobs in 1975, as Englewood's share of the employment complex.

Possible distribution of Englewood's labor force working in the four counties may follow the established mix existing in Englewood, or it may follow the mix established in the region, or it may fall somewhere between or outside of these patterns. Two patterns of future distribution of employment are detailed in the following Table XXXV.

TABLE XXXV - Possible Future Distribution of Englewood's Labor Force Working in a Four County Area of the New York Region

	According to Englewood Existing Distribution		Pressure According to Four County Projected Distribution	
	% of Total	No. Estimated	% of Total	No. Estimated
1956				
Total Force	100.0	8,500	100.0	8,500
Manufacturing	22.8	1,938	41.5	3,527
Construction	7.5	637	3.6	307
Consumer trades & serv.	44.9	3,817	19.5	1,657
Business & Prof.	13.0	1,105	9.4	799
Government	3.5	298	8.9	757
Others	8.3	705	17.1	1,453
1965				
Total Estimated Force	100.0	10,370	100.0	10,370
Manufacturing	22.8	2,364	44.3	4,594
Construction	7.5	778	2.5	259
Consumer trades & serv.	44.9	4,656	16.7	1,735
Business & Prof.	13.0	1,348	10.1	1,047
Government	3.5	363	9.5	985
Others	8.3	861	16.9	1,755
1975				
Total Estimated Force	100.0	12,044	100.0	12,044
Manufacturing	22.8	2,746	41.3	4,974
Construction	7.5	903	2.5	301
Consumer trades & serv.	44.9	5,408	16.3	1,963
Business & Prof.	13.0	1,566	11.6	1,397
Government	3.5	421	10.6	1,276
Others	8.3	1,000	17.1	2,132

Table XXXV is presented, not as a prediction, but for the purpose of demonstrating possible "mixes" which may occur in the future Englewood population which could result from the influence of the industrial area in the Counties of Bergen, Passaic, Hudson, and Essex where Englewood residents who work on the New Jersey side of the Hudson River are generally employed.

Table XXXV dramatizes in numbers both the striking difference of present day Englewood from its environs and the great forces at work to "level" the Englewood experience toward that of its neighbors. The present regional projections are based on an analysis which suggests that a process of homogenization is going on through the area. That is, each subsection of the region tends to "look alike" as industry, commerce and residences become more widely scattered. Hence, one sees Englewood's commercial district in growing competition with nearby shopping centers. One comprises the sharp rise in manufacturing and governmental employment and the decline in construction activities as land is used up. One watches the blue-collar commuter travel from outlying parts of New Jersey to Englewood factories. The second set of figures of Table XXX then are indicative of the "natural" process of change which is most probable if public policy is not developed to offset it.

Magnitude of Pressure from the Region: It is not to be presumed that the preceding data are essentially predictions of what Englewood's employment distribution will become. The data do show the kind and magnitude of the pressures pushing outward from the central city and across the Bridge to play upon the borders. For Englewood these pressures appear to be of two kinds. First, there is the pressure to increase the total population beyond the capacity of available land under existing zoning. This pressure, if acceded to, will mean multi-family housing and greater population density within existing housing. Secondly, there will be pressure to change Englewood's distribution of occupations; drifting away from the existing high proportion of business and professional jobs and consumer service occupations toward the Region's higher proportion of manufacturing trades.

Obviously Englewood will not accommodate all of these forces. The unused land, largely zoned for single family(1) will admit some population, but, if the zoning ordinances are observed there would not be the influx of the full proportion. Data in the preceding section(2) showing some indications of larger proportions of industrial population suggest that the City may give in to this pressure unless conscious controls are exercised to prevent it. A recent paper delivered before the New York Regional Plan Association's 1961 fall meeting(3) predicts the turning of the suburban trend to the outer "green acres" back into high rise apartments in the inner ring.

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(1) In 1959, Englewood had 405 acres or 12.8% of its total area of undeveloped land. 83% of this was zoned for single family houses, 2% for multi-family dwellings, with a potential of 1,194 family units; 4% for business; and 11% for industrial development. Englewood Master Plan, p. 30.

(2) See pp. 16, 17, 18, 34

(3) Palmer, H. Bruce: New Residential Patterns, New York Regional Plan Association.

Options for Englewood: What this analysis suggests, of course, is that, although Englewood will have little to say about the number and type of people, the commercial establishments, and the industries who may wish to take land within its borders, nevertheless, it has a great deal to say about whom, about what land, about what establishments it wishes to emphasize. In short, what Englewood in the present governmental structure of the New York City Region requires is the development of a conscious strategy on land use. Partly, this strategy can come about by careful planning; partly it may involve renewal and redevelopment. It can even be a strategy of drifting and letting the market place decide the trends and the outcome, or it can be a carefully developed strategy of the wisest and best use of the land.

Change is Inevitable: One thing is clearly evident that whether there be a strategy as a result of whim, of the emotions of the moment or one growing from careful planning, change seems inevitable. Englewood can respond to the change and it can direct some of it, but it cannot avoid it.

The alternative courses of action which appear most likely would be these:

(1) Continuation of the present pattern of development of unused land which emphasizes relatively high-price single family residences and industries, with accompanying pressures for industrial working families. In this context, one would expect the polarization of the residential population toward two quite different orders of income, occupation and life style.

(2) The use of any undeveloped areas in ways which de-emphasize future industrial development. This would increase the pressure for middle and upper middle income housing, including multi-family dwelling. Here one would expect the emergence of a maturing residential slow growth characteristic of the inner belt suburb.

(3) Comprehensive public policy for renewal of blighted areas that would improve housing standards and aim at redesign of the business district. Such control of land use "mix" for all intents and purposes could be shaped to

CHAPTER VII

PROJECTION OF SCHOOL ENROLLMENTS

In this chapter projections are made of school enrollments, with the backdrop of the profile of the Englewood community presented in the preceding chapters. The projections are made initially on the assumption that the size of the school plant is a feature of community characteristics, and that, without school or other public policy to the contrary, schools behave as passive reactors to population changes.

Population Predictions

The factors which govern the growth of the total population are birth rate, death rate, the building of new dwelling units and the density of population; which in turn is governed by the number of dwelling units per given unit of land area and the number of persons per dwelling unit.

A prediction based upon the first three of these factors shows the population growing between 1960 and 1970 as follows:

TABLE XXXVI - Population Growth Based on Birth Rate, Death Rate and New Dwelling Units

1960 Actual	26,057	1966 Forecast	29,294
1961 Estimated	26,587	1967 "	29,846
1962 Forecast	27,657	1968 "	30,401
1963 "	27,120	1969 "	30,961
1964 "	28,198	1970 "	31,524
1965 "	28,746		

The factors upon which the preceding prediction is based are the 1960 birth rate of 15 per M; death rate of 8 per M; and influx from 110 new dwelling units producing an estimated 348 persons per year. This amount of growth from new dwellings, established by the average annual construction in the 1950 decade, will by 1970 have added 1,100 dwelling units to the 8,227 recorded in 1960. Allowing only 50 demolitions, the same number recorded by the Englewood Master Plan for the 1950 decade (p. 33) we arrive at a projected 9,277 housing units in 1970. Rounding this to 9,300 units to house a projected population of 31,500 in 1970 we arrive at an estimated 3.39 persons per household which compares with 3.17 at the time of the 1960 census. This represents a tendency toward greater population density from the operation of the birth and death rates of the Englewood population.

This fact alone will tend to increase the maximum population attainable in Englewood under existing zoning regulations. According to the estimate of 1,100 dwelling units to be built in the 1960 decade, there would remain approximately 900 units left from the Master Plan potential of 1,994. Applying the estimated 1970 figure of 3.39 persons to the 900 potential units we arrive at an estimate of 3,051 persons who could be added to the forecasted 31,524 population of 1970 for a rounded estimate of 34,600 as a maximum population under present zoning regulations.

Considering this potential one must also recall the estimates of chapter VI indicating that the pressure of the New York Metropolitan could push Englewood's population into high density, running to 49,000 if the City absorbs its share of the projected Bergen County growth.

The Potential of High Rise Apartments

One of the pressures which the Region will exert on Englewood is for high rise density. Recent apartment buildings in Englewood and applications for code variance to permit apartments indicates that this pressure is real.

Our easiest means of estimating the effect of this pressure on Englewood is to compare the experience of typical high rise apartment towns in the New York Region. East Orange and South Orange-Maplewood School District in Essex County are typical of relatively high density residential towns. The pertinent data of these towns is shown in Table XXXVII.

TABLE XXXVII - Comparison High Density Residential Communities

	East Orange	So. Orange-Maplewood	Englewood
Land Area	4 sq. miles	2.7 sq. miles	4 sq. miles
1960 Population	77,259	40,152	26,057
Density -Persons Per Sq. Mile	19,315	14,871	5,317
Public School Enrollment, 1959-60	8,479.7	7,078.7	3,716.7
Ratio Pupils to Population	.1097	.176	.142

If, for example, we take the combined density of East Orange and South Orange-Maplewood School Districts of 17,524 persons per square mile and apply it to Englewood's 4.9 square mile we see that by changing its land use policy to admit apartments Englewood could become a city of 86,000. The school enrollment for such a population were it to follow the pattern of these two towns would be 9,400 if it were to follow the East Orange ratio of pupils to total population; 15,136 were it to follow the South Orange-Maplewood ratio; and 12,212 were it to continue Englewood's present ratio.

The Potential of An Industrial Town

Another potential which is pressing upon Englewood from the Region is that the community may change into a typical inner city or inner ring industrial town. With this prospect, we may obtain patterns of growth from communities like Hoboken, West New York, Newark and Paterson. The first two of these cities are characterized chiefly as seaports. It is difficult to conceive that Englewood would adopt their characteristics, but they are included for comparison. It is more likely, should Englewood go industrial, that its characteristics would resemble those of Paterson and Newark although much larger land areas are involved.

TABLE XXXVIII - Comparison High Desnity Industrial Communities

	Hoboken	West New York	Newark	Paterson	Englewood
Land Area	1.3	.90	24.4	8.3	4.9
1960 Population	48,441	35,547	405,220	143,663	26,057
Density-Persons Per Square Mile	36,512	39,497	16,607	17,308	5,317
Public School Enroll.	6,584.7	4,245	61,880.7	21,585.8	3,716.7
Ratio Pupils to Population	.1359	.1194	.1527	.1502	.142

If Englewood were to adopt Paterson's density pattern its population on 4.9 square miles could grow to 84,800 with a school enrollment of 12,700.

The presentation of data on potential development as a high density community, either high rise or industrial type is not in the form of a prediction. These data are included to indicate possible alternate patterns if the region and the market place are permitted to control Englewood's destiny without the exercise of local controls on land use. Should these alternatives develop they would probably take the form of drift rather than sudden development, so that alert school authorities by measuring the direction and the speed of the drift could plan school facilities to keep pace with need.

Predictions of School Enrollment

The forecasts of school enrollment here have been developed by use of the "Corrected Promotion Method"(1). The elements of this method of projection include the following:

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(1) Brown, Roscoe C., Jr. Predicting School Enrollments, New York, Center for School Services, School of Education, New York University, 1961

1. The number of pre-school children in the district; determined by the 1960 census of population and continued by applying the birth rate to the projected annual population.

2. The enrollment by grades for the base year from which projections start. (1961-62)

3. Number of pupils estimated to be added by new growth, estimated by applying the total number of persons and the number of school children per housing unit to the average annual construction of new homes in the 1950 decade.

4. The migration ratio is determined by the formula -

$$\frac{\text{No. pupils in X grade in Y year}}{\text{No. pupils in X-1 grade in Y-1 year}}$$

Given a well established pattern of population growth and movement and of public school enrollment ratios to total population, this ratio suffices to cover such factors as parochial and private school attendance and migration of population related to established housing. (See Table of Migration Ratios, Table A-1-10, P.155.

Basic Forecast

With these factors organized, the forecast of enrollment is accomplished by adding to each years respective class enrollments the expected new growth, advancing it to the next grade and applying the migration ratio to obtain the forecast for the respective year.

The following Table shows the basic forecast for the Englewood School enrollment to 1970.

TABLE XXXIX - Enrollment Forecast - Englewood Public Schools

	Enrollment	Forecast							
	1961-62	1962 1963	1963 1964	1964 1965	1965 1966	1966 1967	1967 1968	1968 1969	1969 1970
K	296	310	312	328	301	311	317	327	331
1	318	309	323	326	342	314	325	331	337
2	333	319	313	327	330	346	318	329	335
3	301	336	322	316	330	333	349	321	332
Total K-3	1,245	1,274	1,270	1,297	1,303	1,304	1,309	1,304	1,335
4	330	295	329	316	310	323	326	342	315
5	307	326	292	322	312	307	319	322	338
6	280	296	314	281	310	300	295	307	310
Total 4-6	917	917	935	919	932	930	940	971	963
7	296	272	287	309	273	301	291	286	298
8	295	287	264	279	300	265	292	282	278
9	250	289	281	259	274	294	260	286	277
Total 7-9	841	848	832	847	847	860	843	854	853
10	269	258	297	289	267	282	303	268	294
11	237	263	252	290	282	261	275	296	262
12	205	219	243	233	268	260	241	254	274
	711	740	822	813	817	803	819	818	830
Total	3,614	3,779	3,859	3,876	3,899	3,897	3,911	3,947	3,981

It will be noted in the preceding table that the elementary and junior high school enrollment is at an approximate plateau, and that one half of the small increase of approximately 200 pupils predicted for 1970 over the 1961-62 enrollment is distributed in the classes of senior high school. It should be noted that the expected increase at senior high school level does not exceed the functional operating capacity of Dwight Morrow High School of 825 (Table XX, p. 40).

Elementary School Predictions

Since a major problem for decision is whether the Engle Street school buildings shall be sold, or retained as a hedge against sudden enrollment growth, specific forecasts have been made of the combined elementary enrollments of Wards III and IV. These forecasts are shown in Table XL and XLI following:

TABLE XL - Englewood Elementary School Enrollment Forecast Wards I and II

	Enroll-ment	Forecast							
	1961-62	1962 1963	1963 1964	1964 1965	1965 1966	1966 1967	1967 1968	1968 1969	1969 1970
K	107	106	113	113	107	95	114	115	118
1	108	111	110	117	117	111	99	118	120
2	114	108	111	110	117	117	111	99	120
3	91	114	108	111	110	117	117	111	100
Total K-3	420	439	442	451	451	440	441	443	458
4	113	92	115	109	112	112	119	118	113
5	89	112	91	114	108	111	111	118	119
6	94	88	110	90	112	106	109	109	119
Total 4-6	296	292	316	313	332	339	339	345	351
Total	716	731	731	764	773	779	780	788	809

TABLE XLI - Englewood Elementary School Enrollment Forecast - Wards III and IV

	Enroll-ment	Forecast							
	1961-62	1962 1963	1963 1964	1964 1965	1965 1966	1966 1967	1967 1968	1968 1969	1969 1970
K	189	206	216	214	198	170	207	213	217
1	207	195	212	222	220	204	174	213	219
2	219	229	216	234	245	248	225	193	235
3	210	223	233	220	221	249	252	229	197
Total K-3	825	853	877	890	884	871	858	848	868
4	217	203	215	224	212	213	240	241	221
5	218	216	202	214	223	211	212	248	239
6	186	201	209	196	207	216	204	205	240
Total 4-6	621	620	626	634	642	640	656	694	700
Total	1,446	1,473	1,503	1,524	1,526	1,511	1,514	1,542	1,568

An interesting feature of these forecasts is found in the effect of varying birth rates and migration ratios. The birth rate for Wards I and II combined is 9.13 per M and for Wards III and IV is 18.2 per M. This factor by taken at the beginning of each school year, and any significant change should be immediate cause for complete analysis of the reasons. The conditional behavior of these five factors suggest that only a qualified projection of enrollment can be made. Constant vigilance is therefore necessary to keep the projections adjusted.

Two warning signals should be noted for check at least annually:

(1) A variation of 1% or more in the total enrollment projected in Table XXXIX, p. 81, should demand immediate analysis to determine the cause and to make new projections.

(2) A significant change in the migration ratios shown in Table A-I-10, p.155 for any grade in the school system as determined by each October enrollment should, likewise, demand immediate analysis to determine underlying causes.

These qualified enrollment forecasts have a final artificial quality about them. They leave out of consideration the influence which the schools and public education policy can play in effecting the original pressures for growth and change. That the character of educational offerings, the condition of school plants, and the size of the school budget are important considerations in special types of residential and industrial location is of course well-documented. That problems of racial balance in school systems affect migration and development trends is also obvious. Indeed, much of the material in earlier chapters has stressed these mutual relationships. In short, school policy in many respects has an important feedback effect on community characteristics.

A conclusion that school enrollment has reached a plateau, then, and that prospects for expansion are not great cannot be finally accepted until the present issues of school policy are analyzed. It is only after we consider the feasible alternatives which are open to the Board of Education with respect to the questions of racial imbalance and school development, that it will be possible to make a final judgment as to the prospects for education in Englewood.

PART II

RACIAL IMBALANCE
IN ELEMENTARY SCHOOLS

PART II

RACIAL IMBALANCE IN ELEMENTARY SCHOOL ENROLLMENT

In this section of the report the two issues which constitute its principal rationale are considered. The report was commissioned by the Board of Education and undertaken by its Superintendent of Schools to provide the Board with information and ideas which would enable it to evaluate the significance of the present proportion of Negro and white children in particular elementary schools of the city, as well as to place the Board in a better position to decide upon the disposition of the Engle Street and Franklin Schools.

It must be recognized that certain facts relating to both these issues are incontrovertible. To the best of our knowledge, no one would question the information presented in the preceding chapters regarding the ratio of Negro and white children in the elementary schools of Englewood, nor would any serious person question the obvious fact that the Engle Street and Franklin School buildings are not now being used essentially for classroom purposes. These matters create issues not because there is dispute about the fundamental facts, but because confusion, uncertainty and doubt prevail regarding the criteria by which these facts must be evaluated.

The chapter which follows examines some basic considerations which will be useful for the policy making Board to keep in mind in the resolution of these issues. Six considerations in all are set forth in Chapter VIII: psychological and pedagogical considerations; integration as a matter of political philosophy; the social functions of a school system; the role of the school in community planning; the neighborhood school principle; and the school as an organized enterprise. In Chapter IX, we proceed to describe some of the physical conditions and population facts relating to the city school system which constitute at the present time limiting factors on the programs which the Board of Education might initiate in order to deal with the issue of racial imbalance. Chapter X of the report sets forth a number of optional programs and comments on the feasibility and validity of each in light of some of the general considerations stated in Chapter VIII.

CHAPTER VIII

BASIC CONSIDERATIONS REGARDING RACIAL IMBALANCE

The Psychology and Pedagogy of All Negro Schools

First, it is necessary to consider whether the concentration of Negro children in one school, in itself, deprives the children of that school of the best education possible. It sometimes is argued that, given a good school building, a good school environment, equivalent curriculum and teaching aids, and equally competent teachers, the results should be as good in an all-Negro school as in one with a racially mixed enrollment. This was the controlling view of the Supreme Court in the 1896 Plessy v. Fergusen case in ruling for the doctrine of separate but equal. It is a view rationalized by some educators and many citizens. To those who hold this view the effort to distribute children to gain racial balance is unnecessary burden upon school authorities and upon parents and children.

However, there is a growing array of research studies and of testimony of experienced educators leading to the conclusion that, because of the stigma attached to an all-Negro enrollment in the color-caste situations, children who are subjected to such a school environment generally fail to achieve up to the inherent talent which lies within them, regardless of the effort and talent put into the educational program. Professor Kenneth Clark, with others assisting presented an array of data as evidence in Brown v. Board of Education (347 U.S. 483, 1954) showing that a school which is all-Negro, because of this very fact, cannot secure the best possible achievement of its pupils.(1) These data impressed the court and largely formed the basis for the declaration that segregated schools are harmful to children and the resultant demand for desegration of schools so set by law. Dr. Carl F. Hansen, reporting as Superintendent of Schools of Washington, D.C. revealed that learning and school achievement in the Washington Schools had improved as a result of the removal of the stigma of segregation coupled with positive effort to attack the problem of under achievement.(1)

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(1) Clark, Kenneth, "Desegregation, An Appraisal of the Evidence" Journal of Social Issues. 9:1-80, No. 4, 1953.
____________ Prejudice and Your Child, Boston, Beacon Press, 1955

The best study of the effect of environment and motivation upon learning is a psychological study by J. McV. Hunt showing that in the learning process children respond to the expectations held of them.(2) Although this is not a study directed specifically at racial differences nor at the problem of segregation, it is a sophisticated review of research showing that where the incentive is low, as is the inevitable result of an all-Negro school, the achievement will fall below the innate potential of the children.

Although there are ample data supporting the conclusion that underprivileged socio-economic status and low cultural incentive in home environment will produce under-achieving pupils, there is positive evidence from the social anthropologists that under-achievement is not a racial characteristic.(3)

We have some experience in the Englewood Junior High School since the joining of the Engle Street and the Lincoln Junior High Schools in 1957 which supports the belief that better education results in a racially balanced school.

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(1) Hansen, Carl F. "The Role of the Educators, I: Preparation for Integration", Notre Dame Lawyer, XXXIV, No. 5, pp. 655-57. Symposium, 1959 Also see - Stallings, Frank H. Racial Differences in Academic Achievement Southern Regional Council Report, No. L-16, February, 1960

(2) Hunt, J. McV. Intelligence and Experience, New York, Ronald Press

(3) Comas, Juan "Racial Myths", The Race Question in Modern Science, Unesco; New York, Whiteside Inc. and William Morrow & Co., 1956, p. 24. Klineberg, Otto Race Differences, New York, Harper and Brothers, 1935. Comas, Juan "Race and Psychology", The Race Question in Modern Science, Unesco; New York, Whiteside Inc. and William Morrow & Co., 1956, pp. 55-71.

Although this testimony falls short of a research study on Negro achievement before and after desegregation, nevertheless, the record does show improved reading achievement for the combined enrollments.(1) The improvement of incentive in the Englewood Junior High School since the formation of a single school for the City leads to the belief that a program of building motivation and incentive (high horizons) will succeed better in a school with racial balance than in an all-Negro school.

Further, the experience of the Englewood Junior High School should serve to strengthen assurances to parents facing an integration process that, given an alert faculty of teachers plus positive programs for meeting individual differences and for inspiring youth to full achievement, the quality of education in an integrated school will not suffer.

Finally, there is a growing sentiment that an all-white school is not as good education for the children who attend it as one with a suitable mixture of the races. First-hand confrontation of people with different racial background constitutes a better preparation for life in a world-wide racially conscious age than does reading about it in books or engaging in artificially arranged attempts at confrontation.

Also, the evidence is fairly strong that under-achievement results in an all-Negro school, thereby depriving these children of the opportunity of full achievement and depriving society and the Nation of a reservoir of talent it sorely needs.

(1) Englewood Public Schools, Curriculum Study, Report Number Two, Part I, Reading, p. 28, 1961

The Englewood Integration issue as a Matter of Political Philosophy

Sometimes the issue of school integration is argued on the grounds of political theory as well as on the basis of legal and constitutional considerations. A version of this argument leads us to the doctrine of "natural rights" - a concept that certain freedoms of action are possessed by every individual in such absolute degree that every legitimate government is duty bound to protect them irrespective of the consequences to general public policy or of the desires of the majority of the electorate within the government. Opposed to this concept is the thesis that in a democratically constituted polity the will of the majority must prevail; and that the minority point of view, however, vigorously held and promulgated, should not be in position to disrupt the "common welfare" or the "public interest" once the due process of considering the minority claim has been completed.

With various degrees of sophistication these views have been presented as relevant to the Englewood problem of school integration.

Three basic comments are in order concerning this type of discourse.

1. Origin of political theories of minority right versus majority rule. The relationship of minority right to majority will is an ancient topic of discussion in political theory.

(a) Theological and ethical basis, originally the theory of minority rights, in the Judeo-Christian tradition, was essentially based on theological and ethical foundations. There were assumed to be certain "actual rights" of an individual which were God given and which no government could morally resist. Thus the Declaration of Independence, for example, states that men are "endowed by their Creator with certain inalienable rights and among these are life, liberty and the pursuit of happiness."

(b) Contractual basis: Subsequently, in the development of western government the theological basis of actual rights was transferred by John Stuart Mill, Jefferson and Madison to emphasize the contractual relationship between an individual and the state. The Constitution was viewed as a document through which the government was authorized to undertake specific common functions, but which held certain realms of private activities to be inviolate. Thus our Constitution contained, at Jefferson's insistence, a bill of rights which placed the burden of proof on the government whenever it undertook to limit liberties. The only basic restriction on individual rights recognized in this contract theory was when one individual's rights interferred with the rights of others.

(c) The basis of civic competence. More recently, the theoretical justification for the notion of rights has been based on the grounds that certain individual liberties are required for the effective operation of a free society. Rather than arguing for absolute and contractual rights this line of reasoning suggests that an individual must be free to engage in certain activities in order to exercise his effective political role. As a result of this individual freedom society profits by the open competition of ideas, by the results of tolerance, by the assurance that all individuals would be entitled to a sense of self-respect, would express views freely, and receive an equality of treatment, thus allowing them to participate to the fullest of their capacity in the democratic process. This theory of civic benefit accruing from individual freedom is the present basis on which majority rule is considered legitimately limited in the United States today.

The Case for Majority Rule

In contrast to the various theories of civil rights, there is a respectable body of thought which emphasizes the supremacy of the majority. The

Greeks, for example, gave attention to individual liberties only after the "polis" had established its will. Medieval political thought concentrated on establishing a sphere of government action apart from the Church, and thus came to emphasize state sovereignty in an absolute sense. Hobbes enunciated in behalf of the emerging nation states the conviction that government power had to be supreme and untrammeled if orderly conditions of organized society were to be maintained. More in the democratic tradition, Jean Rousseau placed his reliance on the "General Will", a somewhat mystic expression of the public desire apart from the individual interests of the members of the constituency.

Yet these philosophers nearly always left themselves "escape hatches" from absolute majority domination. Theories of the right of revolution, of the freedom of self-protection, of establishing the legitimacy of a ruler of state, appear in their discussions to indicate that no blanket grant of authority is intended by major political thinkers.

Englewood Problem is Empirical

Given the understanding that there is no absolute definition of minority right; also that there is no unfettered authorization for complete majority rule, the second comment is that the question of minority rights with which we are dealing in Englewood is an empirical one.

Accepting the modern version of the minority - majority theories that civic competence requires minority rights, the preferences, wishes or desires of a majority are irrevelant if in fact minority rights have been limited, for indeed it is the fundamental structure of democratic society that is jeopardized. But the issue in Englewood is not that any legally hindering actions have been taken to prescribe minority rights, since the local case is not analagous to the cases of the southern states prior to the 1954 decision. The issue here is whether so-called *de facto* segregation, a condition arising from the character of residential housing and the neighborhood assignment to elementary school is a limitation on the pragmatic exercise of civil rights. The evidence presented in the section on the psychology and pedagogy of all Negro schools suggests such a limitation.

American Tradition Protects Civil Rights

The third comment is that to the extent a limitation on civil rights can be solidly demonstrated, the American tradition in political theory as well as American law provides full protection for those rights. This is a government whose political philosophy is taken primarily from John Locke, a philosopher whose emphasis on private rights, both property and human, was the keystone of his system. It was further supported by Jefferson and Madison who were in many respects suspicious of majority rule. In short, the reasoning of Rousseau or Hobbes never took hold in the mainstream of American political thought. Jefferson's notion of a natural aristocracy emerging by virtue of demonstrated ability and capacity rests upon the existence of equality of opportunity and the full exercise of individual rights in the political process. Indeed the whole history of the United States, the doctrine of the separation of powers, the maintenance of the Federal system are limitations on majority rule when they seem to impose on individual rights. No wishes or preference of the majority no matter how strongly held have ever been accorded much respect of legitimacy when the effectuation of these wishes and opinions would impair the exercise of civil rights.

No Easy Solution to be Found in Political Philosophy

The plain fact is that there is no easy way out by reference to abstract political theory in resolving an issue as complex as the one Englewood now faces. Protestations of majority rule fail to acknowledge the basic philosophy of the American government, its limited democratic character and the fact that "right" is a higher order of value than "opinion" or a "policy". When an issue of civil rights is in question, the American tradition is to give the fullest respect to the exercise of that right and the most prudent form of public policy is one which acknowledges its existence. But, there has to be some demonstration that a right is indeed infringed upon and there has to be some feasible showing that a corrective policy can be applied without disturbing the rights of others. It is this empirical factual basis of discovering deficiency and ways to correct them on which a solution of this issue will practically rest.

THE SOCIAL FUNCTIONS OF A SCHOOL SYSTEM

The majority of people who are familiar with the Englewood situation are convinced that the present existence of segregation in the public schools is not a consequence of intentional gerrymandering of school district lines on the part of the school board. Insofar as segregation exists in some of the schools it appears to be a result of practices carried out within the confines of the housing market. No specific studies have been conducted intended to discover the degree to which realtors, banks, other fiduciary institutions in the community as well as residents of a particular neighborhood have actually taken measures to exclude Negroes from certain portions of the city. On the other hand, the overwhelming conclusions from studies of other cities similar to Englewood lead one to believe that housing segregation practices do exist and, indeed, some of the facts we have presented earlier which indicate the proportion of Negroes living in different wards of the city lends credibility to such an interpretation.

Whatever the sources of the housing segregation which prevails in Englewood, a number of people not only in this city but elsewhere have taken the view that the existence of residential segregation exonerates the school system of any responsibility to disturb neighborhood lines and to bring about a program of integration within the school system.

Although men of goodwill can end up on either side of this question, it is worth pointing out that in the American tradition, the school system often has been assigned the responsibility for minimizing social difficulties which arise from other sources. For example, as the demand for farm laborers decreased during the course of the 19th century while the demand for industrial work accelerated rapidly, America turned to the schools in the hope that these institutions would begin to prepare young people for the particular industrial occupations which now were available in such profusion; and thus the vocational and technical high schools were inaugurated. To mention another case, it was the public school system which was given the task of developing a special curriculum which would help to assimilate into American culture the 30,000,000 immigrants who came to these shores from Europe during the 19th and early years of the 20th century.

For our generation, a comparable issue is presented by the color-caste system, constituting a most serious blemish on the escutcheon of our high tenets of freedom and human dignity. In terms of the social scientist American society generally has much greater social mobility than is found in other national and ethnic societies throughout the world. By this is meant the movement up and down the social and economic scales, so that the poor boy may become the corporation president, the son of the immigrant may become the President of the United States, and Cinderella may become the refined and respected lady. But injected into this fine design of social mobility is the color-caste system which has limited the social mobility of the Negro to one side of the line, and has prevented him from breaking through into the social mobility ranges of the rest of the population. The very color of his skin has set him apart, so that unlike the ambitious and inspired member of one of the early immigrant groups, the ambitious and inspired Negro is blocked by the casteline from leading his group into equal status in the social and economic life of the land.(1)

With such a system as the accepted order of procedure in the early years of this century, the most generous of the people could only turn to benevolent paternalism which, at its best, provided comforts, cast off warm clothing, food baskets, doctor bills, parks, and settlement houses; but refused the right of independence with untrammeled opportunities to succeed on one's own initiative.

Limitations to narrow heights of achievement regardless of talent or initiative kills the initiative and removes the inspiration of any human being to achieve. When applied to a whole group whose individual members are always recognized as Negroes, the result inevitably must be widespread failure to achieve up to fullest capacity, attitudes of indifference and habits of delinquency. Thus to the degree that a society imposes a caste system, society itself must take the responsibility for the results.

No one will deny as Myrdal(2) has pointed out that discrimination against the Negro is a vicious circle. Some Negroes are excluded from certain kinds of jobs. Exclusion from better jobs lowers their income and forces them to live in the dilapidated dwellings of many urban areas. Living in these dilapidated dwellings in these urban areas Negroes in disproportionate numbers learn poor habits of social behavior. These poor habits of social behavior

(1) W. Lloyd Warner discussed the theories of social mobility and the color-caste system in a paper delivered before the American Association of School Administrators, March 14, 1961. See Official Report of 1961 meetings, American Association of School Administrators, Washington, p. 352.
Also see -
Warner, W. Lloyd; " Methodological Note" in Drake, St. Clair and Horace R. Clayton, Black Metropolis, New York: Harcourt Brace, 1945, pp. 769-782.

(2) Myrdal, Gunnar The American Dilemma, Appendix C, New York, Harper & Bros., 1944

sometimes make it difficult for them to perform adequately in school. Since they don't do as well in school as they should, they tend to leave school early. This, in turn, makes them less capable of filling the better jobs. In saying that discrimination is a vicious circle, we therefore mean that it is difficult to assign causal priority to any one of the discriminatory situations in which some Negroes are involved, but it does not follow from this interpretation of the Negroes' dilemma that it might not be better and more feasible to intervene at one point in this vicious circle than in another. Applying this principle to the problem of residential and school segregation in the Northern cities, it might be well to consider the possibility that one of the best ways to disturb the pattern of housing segregation which now prevails would be to bring about more thorough desegregation of the school system than now exists. Perhaps, if white and Negro children learned to get along with and respect each other during the most impressionable part of their school years, Negroes and whites will be more willing to accept each other as neighbors when they become adults. To put it in another way, the existence of widespread de facto housing segregation in Northern cities does not necessarily argue against the need for additional progress in the desegregation of the public school system.

The School as an Instrument of Community Planning

Some decades ago when Clarence Perry, the city planner, was developing his ideas about the neighborhood as an appropriate form for urban living and as a fundamental cornerstone for the expansion of urban areas, he seized upon the public school as an important element in planning. Although Perry's ideas fell into disuse and people came to think of the location of schools as a dependent variable which was supposed to respond to changes in neighborhood size and composition, advanced thinking among planners now suggests that the school system, in the same way as other basic communal facilities including transportation and urban renewal, has an important part to play in urban planning. The school is so closely involved in the decisions people make as to where to live that it no longer can be viewed simply as a service. The problem of how the school effects the urban area is as subtle and complex as any in planning, but if it can be solved the school may become as powerful an instrument in creating good small urban areas as the placement of major roads is in determining the overall form of the city.

Unfortunately, at the moment, we are far more aware of the negative effects of the school on urban areas than of positive effects. In large part this is because in the central cities in the Region there was very little effort to counter the natural deterioration of the school systems once they began to attract predominantly low income groups. But as Glazer has recently written: "If the decline in the quality of schooling in the eyes of upper income parents has a powerful effect in leading them to leave the inner city, the existence of schools which do not apparently decline will on the other hand have a powerful effect in keeping them from moving".(1) Glazer's comment is an important consideration to keep in mind since it points up how much of an impact a clear-sighted school board also will have on the population growth, housing and future land use of the City of Englewood. The school potentially has the power to attract and retain families as well as to repel them and this possibility should play an important part in the thinking of the Board of Education, indeed, of the city as a whole.

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(1) Nathan Glazer "The School as an Instrument in Planning", The Journal of American Institute of Planners, vol. 25, No. 4, November 1959, pp. 191-196

Cities and suburbs such as Englewood are only beginning now to experience the population pressures which have affected the core area of the Region for such a long period of time. For this reason, it is somewhat difficult to forecast with more than an approximate degree of exactitude the impact of events in the school system on the future of the community. However, it seems likely that parents, both colored and white, become increasingly unhappy when a school environment becomes predominantly colored. In this situation, families begin moving from the city. Although more research is needed on this problem for all types of communities and under situations with varying types of pressure which affect group morale and community spirit, nevertheless there are data which seem to indicate that the in-migration and out-migration of people presents serious problems to be faced by Englewood in the Lincoln School area and the Liberty School area with its rapidly increasing percentage of Negro enrollment.

Professor Dodson in studies in New York City has concluded that, subject to a great many variables, in high schools "as the Negro proportion in the student population becomes a percentage of around thirty the white group starts to withdraw en masse. When they start withdrawing, the better students of the Negro group also leave." He found, again subject to many variables, that the elementary enrollments would tolerate up to or beyond 50% before such mass withdrawal takes place.(1) Seeley found similar forces at work in Crestwood with other minority groups.

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(1) Dodson, Dan W. Can Intergroup Quotas be Benign. Pamphlet available at Center for Human Relations and Community Study, New York University School of Education.

The crux of the problem for Englewood is not limited to the withdrawal of whites. The withdrawal of middle and upper-class Negroes, dissatisfied over a heavy concentration of Negroes in a school, represents an equally serious threat. Such withdrawal of middle and upper-class families, white and Negro, leaves the homes in which they now live vulnerable for occupancy by families from the low income areas of the large cities, and from the south, and from Puerto Rico.

Since 1950 nearly one million middle class white people have moved from New York City to the suburbs. They have been replaced largely by lower income, ethnically identifiable people of Negro and Puerto Rican background. It would be naive to think this outward-inward flow cannot happen in Englewood. There is already an outward and inward movement in our population, reflected in the migration tables reported elsewhere in this document.(1) The home now occupied by a middle income Negro or white parent who is willing to sell at some loss to escape a largely Negro school enrollment represents an open door for the influx to our City of low income, high-welfare cost families. As residential opportunities for middle income Negroes become increasingly available elsewhere in Bergen County, Englewood, situated so close to New York, seeking an increasing industrial development and securely hemmed in the inner circle of Metropolis, becomes increasingly susceptible to this type of movement.

If no effort is made to introduce a policy that will be regarded as reasonable by the responsible elements in the city, the pressures from the Region plus the attitudes of unrest among the Negroes and whites in Englewood

(1) See pp. 48-55

will probably continue to produce a situation of unrest, struggle and violence. What is most important at the present time is that the Board of Education adopt a policy which will assure both Negroes and whites that it is paying serious attention to their needs and demands. The comment by Glazer noted earlier may mean that the most effective way for the schools in Englewood to be certain that they can attract the Negro and white population they want will be to have an especially vigorous academic program.

Further, considering that the academic program of the school at all levels is presently of high quality, the evidences of withdrawal of families with school children suggests that attention to academic standards may not be enough. Accordingly, there is convincing argument that some acceptable form of assignment of pupils must be found to join with a vigorous academic program as a means of controlling the migration pattern of the City's population.

Through such measures and other ideas designed to use the school system as a conscious instrument of community planning, will Englewood be able to attract the population that will help it best to survive as an effectively balanced community.

The Principle of the Neighborhood School

A third basic consideration involves the principles which underlie the practice of assigning elementary children to the school nearest their residence, since it is this principle which comes under attack when persons seek to break the concentration of Negro children which results when this practice is applied to a residence area that is largely Negro.

First, it must be recognized that this practice is a logical one, and therefore one which is generally followed in school administration. The Commissioner of Education in the 1954 Englewood case traced the history of this practice in New Jersey and indicated that it had always been upheld whenever contested in the courts.(1)

Secondly, in order to maintain orderly procedure in school administration, the general practice is to refuse the requests of parents who for any reason whatsoever seek to have a child transferred to a more remote school, the escape from racial concentration being only one of many reasons. It is generally felt that permitting transfers out of neighborhood districts can only create chaos when for real or imagined causes one school becomes favored over another in the minds of one or more parents.

Thirdly, it must be recognized that for a number of reasons, racial imbalance being only one, parents have frequently sought transfer away from the nearest school. In some towns this is granted,(2) and in some school systems, like Baltimore and Atlantic City, such transfers are generally allowed. Accordingly, it must be said that there is nothing fundamentally sacrosanct about the practice of neighborhood assignment, other than the matter of protecting the processes of orderly procedure in administration which in many communities could be seriously disorganized.

(1) Walker vs. Board. Commissioner's Rulings, 1955

(2) Englewood does not grant such transfer requests.

Fourthly, in the process of expanding legal interpretations which always takes place as social conditions and institutions demand change, the principle of the neighborhood school comes under attack in the courts. As a deterrent to full racial integration in the schools the principle must be reviewed by the courts, and the power of a local board to insist upon exercising the right of neighborhood assignment may be subject to revision.

Fifth, there is nothing in the examples set by school systems which permit open enrollment, nor in the possible modification of the neighborhood school principle by the courts, which would impose a requirement upon a local board of education to depart from the principle if, out of the circumstances making up a local situation, a way could be found to eliminate racial imbalance and still leave the neighborhood principle essentially intact. It is in this respect that Englewood is fortunately situated, since feasible options for solution, exist without making it a test case for the neighborhood principle.

The School as an Organized Enterprise

Notwithstanding the obviously important functions of public education as a carrier of social policy and a determinant of community character, it must still be recognized that schools exist as places for the compulsory education of the young. That is, they are physical structures of intricate design constructed for particular uses, and the structures are built, maintained and managed by that extraordinarily complex enterprise, the school system. The hiring of faculty, the development of curricula, the scheduling of classes, the provision of transportation, the assurance of proper custodial care, the preparation of the budget -- these and a hundred or more administrative facets of school management, make the school enterprise complicated and large-scale organization. School administration has become a profession in and of itself.

Therefore, in consideration of any major change in educational policy, an assessment of the impact of new policies on administration and organization is inevitable. A program in which a school revitalizes a neighborhood can make radical demands on budgetary resources. Plans for pupil redistribution inevitably involve an estimate of the transportation complications involved. Changes in the assignments of classes must take into account teacher morale and sometimes salary schedules.

This is not to say that organizational considerations are or should be controlling in policy making. Presumably organization and administration are devices which exist to serve policy making. And the tendency of organizations to become self-perpetuating, turn into bureaucracies and display Parkinsonian qualities of inflexibility and expansion can exist in education as in business or other agencies of government. But, for all these tendencies, one must understand that attention to the detail of organization and the problem of finance must be taken into account when school policy is formed or changed. These criteria become a final fundamental consideration in the examination of the question of racial imbalance.

CHAPTER IX

FEATURES OF THE SCHOOL PLANT RELATED TO RACIAL IMBALANCE

Before presenting an analysis of the various alternatives for dealing with the problem of racial imbalance, it will be helpful to present a descriptive appraisal of the five schools which presently serve the elementary children of Englewood. This is primarily for the purpose of reference, and, as the reader proceeds through Chapter X, which analyzes the alternatives, reference will be made to the data in this chapter.

This analysis is best presented by a map and a series of tables.

Location

The map on the following page shows the locations of the five elementary schools and certain reference points which will be useful in identifying locations and distances.

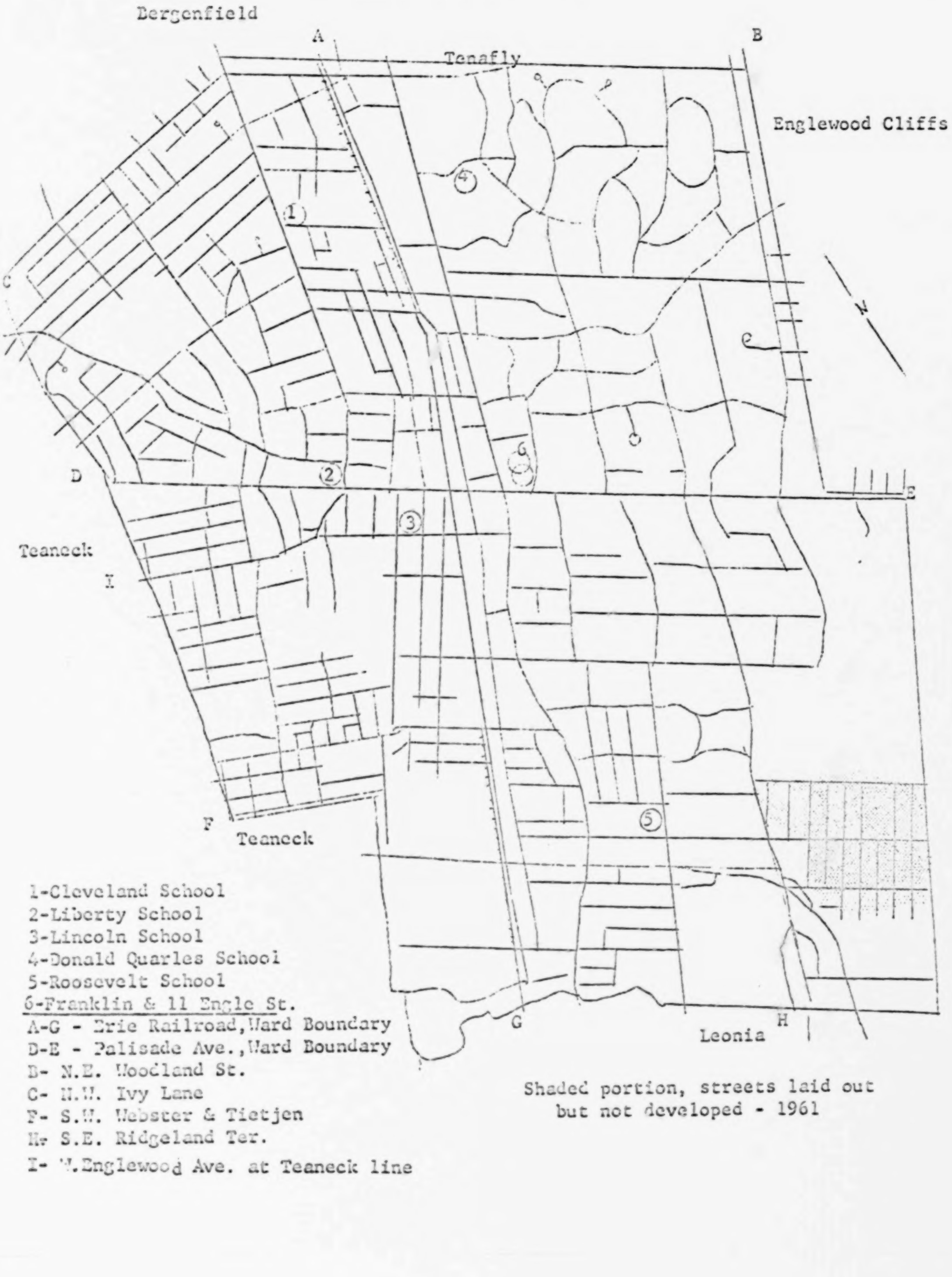
Distances

The following table indicates distances by traveled streets which will be significant in the assignment of pupils should any new plan be developed. The distances were determined by applying an engineer's map measurer (Hamilton Watch Company, #33) to the Englewood City Land Use Map 1960 revision, scaled at 3 5/10" per quarter mile.

TABLE XLII - Travel Distances in Englewood

1.	N.E. corner on Woodland to Lincoln School - B-3	2.1923 mi.
2.	S.E. corner on Ridgeland Terrace to Lincoln School - H-3	2.1923 mi.
3.	N.W. corner on Ivy Lane to Lincoln School - C-3	1.865 mi.
4.	S.W. corner on Tietjen and Webster to Lincoln School - F-3	1.269 mi.
5.	S.W. corner on Tietjen and Webster to Roosevelt School - F-5	1.5 mi.

ENGLEWOOD, NEW JERSEY


Bergenfield
A
Tenafly
B
Englewood Cliffs
C
N
1
4
2
6
D
E
3
Teaneck
I
5
F
Teaneck
G
H
Leonia

1-Cleveland School
2-Liberty School
3-Lincoln School
4-Donald Quarles School
5-Roosevelt School
6-Franklin & 11 Engle St.
A-G - Erie Railroad, Ward Boundary
D-E - Palisade Ave., Ward Boundary
B- N.E. Woodland St.
C- N.W. Ivy Lane
F- S.W. Webster & Tietjen
H- S.E. Ridgeland Ter.
I- W.Englewood Ave. at Teaneck line

Shaded portion, streets laid out
but not developed - 1961

6. S.W. corner on Tietjen and Webster to Cleveland School - F-1 1.98 mi.

7. S.W. corner on Tietjen and Webster to Donald Quarles School - F-4 2.577 mi.

8. West Palisade Ave. at Teaneck line to Donald Quarles School - D-4 2.077 mi.

9. West Palisade Ave. at Teaneck Line to Roosevelt School - D-5 2.192 mi.

10. West Englewood Ave. at Teaneck line to Donald Quarles School - I-4 2.046 mi.

11. S.E. corner Ridgeland Terrace to 11 Engle St. - H-6 2.046 mi.

12. N.W. corner Ivy Lane to 11 Engle St. - C-6 2.976 mi.

13. S.W. corner Tietjen and Webster to 11 Engle St. - F-6 1.712 mi.

Building Capacities and Characteristics

The following table is descriptive of the existing school buildings:

TABLE XLIII - Elementary Buildings and Sites

Building	Standard classrooms	Kindergarten	Library	Auditorium	Gymnasium	Multi Purpose	Size of Site
Cleveland	18	1	1			1	5.51A
Liberty	15	1	1	1	1		2.26A
Lincoln (1)	23	1	1	1	1		2.1A
Donald Quarles	12	1	1			1	10.05A
Roosevelt	12	1	1	1	1		3.65A
Franklin	14		1				4.26A
11 Engle	24*		1	1	2		

* These classrooms are of varying size, some not suitable for use.

(1) In addition to the space listed for Lincoln School there are two rooms formerly used for home economics and there is a shop.

School Enrollments

The following table shows the enrollment by grades and color of children in the respective elementary buildings.

TABLE XLIV - Enrollment (November 1961) by School

Class and Color

	Cleveland			Liberty			Lincoln			D.Quarles			Roosevelt		
	W	N	T	W	N	T	W	N	T	W	N	T	W	N	T
Kindergarten	58	-	58	24	39	63	1	67	68	63	1	64	42	3	45
	2 teachers			2 teachers			2 teachers			2 teachers			1 teacher		
Grade I	75	-	75	19	37	56	2	75	77	56	4	60	45	5	50
	3 sections			3 sections			3 sections			2 sections			2 sections		
Grade II	80	-	80	30	49	79	2	62	64	54	2	56	49	9	58
	3 sections			3 sections			3 sections			2 sections			2 sections		
Grade III	69	-	69	35	24	59	2	79	81	45	0	45	38	8	46
	3 sections			2 sections			3 sections			2 sections			2 sections		
Grade IV	72	-	72	21	40	61	-	84	84	51	1	52	56	5	61
	3 sections			3 sections			4 sections			2 sections			2 sections		
Grade V	79	-	79	21	45	66	2	72	74	43	3	46	41	5	46
	3 sections			3 sections			3 sections			2 sections			2 sections		
Grade VI	64	-	64	22	30	52	-	70	70	41	6	47	38	8	46
	3 sections			2 sections			3 sections			2 sections			2 sections		

The Problem Delineated

Ample data have been presented in this report indicating that a problem exists in the community, largely stemming from the housing patterns. Further, it is common knowledge that through the past half century the Fourth Ward has changed from a racially mixed neighborhood to a Ward whose inhabitants are almost completely colored. It is further known that the western section of the Fourth Ward between Lafayette Place and the Teaneck line as well as Elmore Avenue and Park Avenue have changed from white residents to Negro residents since 1950. It is further common knowledge that prior to 1954 only white residents lived north of Palisade Avenue in the Third Ward, and that in quite recent years large numbers of white families have moved out of the Third Ward to be replaced by middle and upper income Negro families. This movement in the Third Ward has extended to the Liberty School-Cleveland School boundary. (See map, p. 3) Recent reports are that the movement has now started across this school boundary line into the area of the Third Ward served by Cleveland School.

The effect of this changing residential pattern is shown in the following table (Table XLV) which indicates the racial composition of the enrollments of all schools of the city as of October, 1961.

TABLE XLV - Racial Composition of Englewood Schools, October 1961

	Total Enrollment	White Students	Negro Students	Percent Negro
Cleveland School	497	497	1	.2
Liberty School	436	161	275	63.1
Lincoln School	538	7	531	98.7
Donald Quarles School	370	353	17	4.6
Roosevelt School	367	324	43	11.7
Total Elementary	2,208	1,342	867	39.2
Junior High School	842	510	332	39.4
Senior High School	709	525	184	26.0
Total School Enrollment	3,759	2,377	1,383	36.8

Special Class students not included

Note: The above data were collected between the middle of October 1961 and the middle of December and do not represent enrollment on a given date. Therefore, totals do not agree with other published enrollment statistics. The data were assembled from group analyses and do not represent the permanent recording of racial characteristics of individual students.

Prior to 1948, official annual state reports required listing the numbers of colored children enrolled in the public schools. Accordingly, we have a record of past percentages, and trends can be indicated. Also, in 1950 a group record was made of each school without listing pupil names. The following table shows the trend of Negro enrollment in the Englewood schools. The data indicate that since 1930 a relatively consistent proportion had been maintained until the 1950 decade during which a noticeable increase has taken place.

TABLE XLVI - Percent of Negro Enrollment in the Englewood Public Schools

Year	Total Enrollment	Negro Enrollment	Percent Negro
1920	2,501	229	9.2
1925	2,881	410	14.2
1930	3,316	643	19.4
1935	4,054	763	18.8
1940	3,825	775	20.2
1945	3,293	720	21.9
1950	3,520	773	21.96
1961*-62	3,759	1,382	36.8

* 1961 figures were assembled in October and November. Other figures are total numbers on the roll for the entire school year ending in June of the given date.

The following table shows the percent of Negro enrollment by schools comparing the fall enrollment of 1961 with the school year enrollment of 1950-51.

TABLE XLVII - Percent of Negro Enrollment by Schools

	1950-51	Fall 1961
Cleveland School	.0%	.2%
Franklin-Quarles School	4.3%	4.6%
Liberty School	26.2%	63.1%
Lincoln School	95.1%	98.7%
Roosevelt School	7.4%	11.7%
Total Elementary	25.2%	39.2%
Junior High-Engle St. School	8.7%	
Junior High-Lincoln School	93.4%	
Total Junior High Schools	24.8%	39.4%
Senior High School	13.1%	26. %
Total Schools	21.96%	36.8%

It is significant to note that in 1950-51 all Negro children in Liberty School resided in the Fourth Ward. The change of boundary between 1954 and 1960 eliminated all but a small section of this Ward from Liberty's enrollment. Accordingly, the 63.1% enrollment in this school in 1961 represents 275 Negro children many of whom have moved to the Third Ward since 1954.

The present 98% Negro enrollment at Lincoln School and the rapid growth to 63% in the Liberty School constitute the statistics of the problem which the City must face.

CHAPTER X

PROPOSALS FOR DEALING WITH THE PROBLEM OF RACIAL IMBALANCE

The two preceding chapters have stated the challenge which rests upon Englewood to do something about the problem of racial imbalance in the elementary schools, and have indicated the statistics, the nature and the scope of the problem. When added to the earlier chapters which presented a thorough analysis of the anatomy of Englewood as a suburban community in the New York Metropolitan complex they should give a picture in breadth and in depth of the community which is faced with this challenge and responsibility.

This chapter deals with specific proposals for action against the backdrop of the preceding analysis. It consists of an examination of six possible courses of action with an evaluation of their merits and deficiencies. The advantages weighed against the disadvantages of one proposal over another will appear to certain individuals to suggest a preference. Still it must be recognized that different people will attach varying weight to the standards set up for judging, and, therefore, there can be no clear cut designation of a "best" plan until the people of Englewood have had an opportunity to discuss and to weigh the merits of each proposal and then, through proper channels of public action, to reach decision.

Policy of Drift

There are persons who believe there is no problem; that the neighborhood school assignment has been established for New Jersey, and that Englewood officials should make no move to alter the concentration of school enrollment which grows from the combination of housing and the neighborhood school plan.

To follow this policy is to take an official attitude of indifference to concerns of parents of 44% of the elementary children - those who attend the Lincoln and the Liberty Schools. Consciously to follow the policy of assuming that everything is all right and needs no official action is not realistic; for the pressure is on the land to face the problem of racial concentration of school enrollment, and to ignore it simply involves Englewood in a continuous internal strife and tension which can do the City great harm. Such action, it seems certain, would be distasteful to large numbers of Englewood citizens who feel that the matter should be faced.

Such a policy of drift is in effect, no real alternative at all. It meets the requirement of adherence to the neighborhood school, at least until or unless a Federal Court orders it otherwise. It does not meet the requirement of a conscious effort to correct imbalance.

POLICY OF NEIGHBORHOOD RENEWAL PLUS HIGH HORIZONS

By neighborhood renewal we mean clearing out the poor housing adjacent to the Lincoln School and improving the environment which unquestionably has been a stigma upon the school. By "high horizons" we mean a program similar to New York City's effort to work through school and social service agencies to improve the incentive of Negro and white children from underprivileged families and environment, to the end that they may perform better in school and achieve according to their potential.

This proposal, limited to renewal and high horizons, originates with the belief that the present school assignments should not be disturbed, and that the problem can be solved within the neighborhood itself without disturbing the rest of the City.

Both renewal and "high horizons" are essential for Englewood, but to stop with these measures without full exploration of creative proposals for solving the total problem, again, is to ignore the interests of the parents of 44% of the elementary children of the City whose children are in the Lincoln and Liberty School areas. To institute renewal without a realistic program of relocation of displaced families in interracial housing and to add to it a "high horizons" program which does not aim at correcting concentration of Negro pupils is certain to prolong indefinitely the tension and strife among Englewood citizens.

This proposal, of course, would cast the official position of Englewood in favor of the neighborhood school policy. It reaches for an improved quality of education through the "high horizons" for the underprivileged. It does not meet the requirement of exerting a conscious effort to solve the problem of racial imbalance.

Open Enrollment

This is the plan which becomes the point of controversy when parents from one school area seek to enroll their children in school districts outside the boundary lines established for their residence. It must be looked upon, not as an ultimate solution, but as an opening wedge on the part of those who seek total desegregation in the end.

The details of such a plan if used would be set by the governing Board of Education, and generally would involve a city-wide policy of setting an optimum class size up to which transfers would be received; the fixing of a date when applications for transfer would be due in the administrative office; the establishing by lot of a waiting list for those whose applications were at hand on the established date; and the adding to the waiting list requests for transfer in the order in which they arrive in the administrative office after the initial list has been set up. Children would be transferred from the neighborhood school in the order established on the waiting list when enrollment in an appropriate class would drop below the optimum class size set by the governing board.

A reference to class size in Table XLIV, p..110 indicates that, if the Board were to establish an optimum enrollment of 25 beyond which transfers would not be granted, as of the November enrollment detailed in this Table XXIV, 44 places would have been open for transfer to the Cleveland, Quarles and Roosevelt Schools, all from third grade through sixth. Also, 50 places would have been open in the class enrollments at Liberty School. These data are contingent upon the class organization and the enrollments in effect in November 1961 and upon the assumption of a class size of 25 beyond which transfers would not be received. These data, then, are merely illustrative and would not govern the situation if a future plan such as this were put into effect.

There are some who see an advantage in the plan for open enrollment in the sense that it would ease the tension for those people who are admitted to transfer. There is an assumption, that relatively few would wish to leave the neighborhood school, and hence the belief the whole problem would be easiest solved by the open enrollment plan. Those who see advantage in this plan also claim that, since it was the rule of the Federal Court in the New Rochelle case (Taylor et al. v. Board of Education (191 F. Supp. 181, 1961; decree upheld, 195 Fed. Supp. 231; 288 F. 2nd 600) it is probably the maximum requirement which would be imposed by a court upon a community. This may or may not be true, but it is wrong to predict the action of court.

The reasoning which thus supports the plan of open enrollment has certain unrealities. First, surely it is a wrong assumption that only a few would apply for transfer. The geographical features of Englewood in relation to the location of its schools make transfer a relatively simple matter. Further, the long range search for status would without doubt keep the waiting lists filled with impatient people and make the problems of equitable administration exceedingly difficult. Secondly, it is an unreality to assume that initiating such a plan would constitute any long range solution, and the problem would continue to plague Englewood.

There are further distinct disadvantages to the plan for open enrollment:

1. It is contrary to the existing rulings of the Commissioner of Education of the State of New Jersey(1) and should not be undertaken by the Board of Education of Englewood without a directive from the Commissioner or the reversal of his ruling by a higher court.

2. The plan in essence destroys the principle of neighborhood enrollment, which under ordinary circumstances has distinct merit in the orderly administration of public schools.

3. It is to be presumed that opening enrollment for transfer across boundary lines would be extended to all, regardless of race. This feature could serve to concentrate further the Negro enrollment of Liberty and Lincoln Schools by the establishment of places on the waiting list of children of white parents who would be expected to seek transfer, and of the middle class Negro. Thus the images of Liberty and Lincoln Schools would become worsened.

4. The administration of waiting lists, the establishment and administration of rules governing all conceivable requests for transfer would become a continuous administrative problem and a source of strife.

5. The initiative for seeking an integrated education would be placed upon the parent rather than the Board of Education.

The Princeton Plan

A number of years ago the Borough of Princeton, New Jersey was reported to have solved a problem of Negro concentration in the elementary schools by combining the enrollments of two buildings and assigning all the children of the Borough of the lower grades to one school and the children of the upper grades to the other. Prior to the adoption of the plan one of the schools is reported to have served the Negro children of the community and the other school to have served the whites. The plan met with such success that it has been held up as a pattern for many communities to follow.

Englewood differs from Princeton in the following respects. The land area in Englewood is 4.9 square miles; in Princeton 1.76 square miles. Comparative data of school enrollment for the year 1959-60 showed Englewood to have 3,756.6 pupils in average daily enrollment and Princeton to have 2,450.2. Also for the year 1959-60, Englewood's total number on roll for the year was 3,971 of which 2,315 were in grades K-6; in Princeton there were 2,603 children on roll of which 796 were in grades K-6. Englewood's school is organized as K-6-3-3. Princeton is K-8-4, with 231 children in grades 7-8. Englewood's nonwhite population in the 1960 census was 27.3%; Princeton's was 9.3%. Princeton had two elementary school buildings at the time the plan originated, each located at reasonably close distance from the center of the town; Englewood has five elementary buildings located in ward and neighborhood areas.

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(1) Walker, et. al v. Board of Education of Englewood. New Jersey Commissioner's Rulings, 1955.

The preceding data will readily indicate that the administrative detail is considerably more difficult and complicated in Englewood than in Princeton. At best an adaptation of the idea of combining school enrollments could be the only basis of such a plan for Englewood. Two variations of this idea have been proposed and are detailed below.

The first variation is to designate each of the five elementary schools to receive one or more of the elementary grades from the entire City. A number of varying assignments would be possible, of which the following is an example:

	Optimum Capacity	Suggested Grades	Approximate Enrollment
Donald Quarles School	336	K - Entire City	296
		Gr. I-Ward I	46
Roosevelt School	336	Gr. I-Wards II,III,IV	270
		Gr. 2-Ward II	70
Cleveland School	480	Gr. 2-Wards I,III,IV	263
		Gr. 3-Entire City	301
Liberty School	408	Gr. 4-Entire City	330
Lincoln School	576	Gr. 5-6-Entire City	587

The second variation of the Princeton Plan would be to combine the enrollments of Lincoln School, Cleveland School, and Donald Quarles School into a so-called Princeton unit and to combine Liberty and Roosevelt into another unit.(1) The enrollments for each of the units could be divided as follows:

Unit I	Optimum Capacity	Proposed Grades	Approximate Resultant Enrollment
Cleveland School	480	K - 1	482
Lincoln School	576	Gr. 2 from Cleveland Grs. 4-5-6-all 3 schools	588
Donald Quarles School	336	Gr. 2 except Cleveland Area plus all 3rd grs. from 3 schools	315
Unit II			
Roosevelt School	336	K - 1-2	351
Liberty School	408	Grs. 3-4-5-6	437

With either of the above variations of the Princeton Plan the enrollment of the elementary schools of the City would be distributed so that each of the schools would have approximately 60% of its enrollment white and 40% colored. This is approximately the percent for the total elementary enrollment of the City.

The Princeton Plan holds an appeal for many persons who sincerely seek to solve the problem of racial imbalance in the schools. The appeal seems to stem largely from the fact that it has demonstrated its effectiveness in Princeton and in other communities where variations of the plan have been used.

(1) It would be necessary to use this unusual geographical combination of schools in order to accomplish an equal racial distribution.

Analyzing the proposal objectively either of the two alternate patterns detailed in the preceding pages would distribute the elementary children of the City on a racially balanced basis. The City's equity in the Lincoln School building would be preserved, although a substantial program of renewal of the area and the environment of the neighborhood would be required.

The proposal would technically meet the requirement of assignment to the nearest school, since the Board by fiat would establish certain schools for certain grades, and each child would be assigned to designated schools for his grade which, except for administrative limitations would be the nearest. However, the technicality of assignment to the nearest school can hardly be considered an asset in this instance, for the plan would dislocate large numbers of the City's elementary school children from the school which they have become accustomed to consider their neighborhood school.

The plan will involve a complicated system of transportation, although a reference to distances detailed in Table XLII, p. 107 as indicated on the map on p.108 will show that if the Board of Education continues to adhere to the 2 mile transportation limit the provision of busses to the respective schools in the City does not become the overwhelming problem imagined by some. There can be no doubt that the failure to transport children who are reassigned to schools within the two mile limit will become a point of controversy.

The plan will complicate the problems of lunch, which probably could only be solved by the institution of hot lunch programs in all of the schools.

Abandon Lincoln School

The question of abandoning this building for school purposes has been before the Board and the City officials for some time. The building itself is in good condition, but the physical environment, the small playground, and the fact that its location is such that on the neighborhood plan of school assignment a predominantly Negro enrollment results, are factors which for a number of years have kept the question of abandonment before the people of the City.

If this plan is to be followed it will be necessary to build classrooms in other sections of the City outside of the Fourth Ward. This means 19 classrooms for the present regular enrollment plus a kindergarten and rooms for three special classes. It will be unwise to build these rooms into one building because of the difficulty of site and the problem of assignment of pupils to accomplish racial balance.

Accordingly, if the plan is followed it is proposed that six classrooms be erected as an additional campus unit at Donald Quarles School, that six classrooms plus an additional kindergarten be built at Cleveland, that land adjacent to Roosevelt School be acquired for the erection of six rooms to accommodate the redistribution of Lincoln pupils. It further would be necessary to provide space at some location in the city for the three special education classes now at Lincoln and to relocate the child study department and administration offices. The boundary lines of all elementary schools except Lincoln School would remain as of 1961.

The reassignment of Lincoln School children according to this plan might follow the general pattern of the following:

1. Cleveland School - All children on and North of First and Genesee Avenue and West of but not on William Street.

2. Donald Quarles School - All children on and East of William Street to West Linden and on and North of West Linden.

3. Roosevelt School - All children on William Street South of West Linden, all on Lafayette Place South of First Street: All children on and South of Rosemont Place, Warren Street and Columbus Avenue.

According to these assignments the distribution of Lincoln School students would be approximately as shown in the following example taken from the enrollment in December 1961.

	Cleveland	D. Quarles	Roosevelt
K	24	23	25
1	33	22	23
2	25	20	18
3	32	22	25
4	34	23	27
5	30	23	21
6	30	22	18
	208	155	157

The racial composition of the five elementary schools according to this distribution would be approximately as follows:

Cleveland School - approximately 30% Negro of an enrollment of over 700

Donald Quarles School - approximately 34% Negro of an enrollment of over 500

Roosevelt School - approximately 38% Negro of an enrollment of over 500

Liberty School - approximately 63% Negro of an enrollment of over 425 - N.B. (It is possible that realignment of district lines could accomplish a lower percentage here)

The proposal to abandon Lincoln School and to replace its facilities outside of the Fourth Ward has much to commend it as an adequate solution. If the new classrooms were to be located on the remaining four elementary schools respectively, or if a single building could be built on a site located so that the children of Lincoln School could be distributed among all of the schools equitably, it would offer a long range solution to the problem which now plagues the City. The plan would maintain the principle of the neighborhood school for all children except those in the present Lincoln School district. (If the Board closes the Lincoln School for use as a school, the children assigned to Roosevelt would go to the nearest school, but the children assigned to Donald Quarles would be traveling a greater distance than to Roosevelt, and the children assigned to Cleveland would travel generally past the Liberty School.)

The proposal to abandon Lincoln School would enable the Board to assign children without dislocating any of the children of the Cleveland, Liberty, Quarles and Roosevelt Schools.

Among the disadvantages of the plan are the fact that it will cost money, and unless suitable use can be found for the Lincoln building it destroys the equity in what, except for its environment, is a good building. Although firm estimates of cost have not been secured from architects, it is felt that $1,500,000, possibly more, would be required to replace the Lincoln facilities. At least ten acres of land should be purchased to enlarge existing school sites. (This estimate according to State standards is low). At least eighteen classrooms plus some kindergarten space should be provided. If the facilities are added to existing buildings the cost of auditoriums, gymnasiums, and other multipurpose facilities could be eliminated. If the plan should result in provision of facilities for extensive school lunch programs a reexamination of the estimated $1,500,000 as an adequate figure would be necessary.

Should the plan be instituted, a modified "high horizons" program should be incorporated, and a program should be developed for thorough treatment of individual differences. Attention should be given to teacher, parent, and pupil growth in the successful implementation of programs involving racial integration. These features, of course, are essential to any plan which may be devised to bring about a more evenly balanced distribution of the racial elements of school enrollment.

Extensive Renewal Plus Central Intermediate School

Finally, there ~~is~~ proposed for consideration by the people of Englewood a much broader program for solving the school problem and for meeting the challenge of the change which earlier chapters of this report(1) indicated is inevitably upon Englewood. Briefly the program, which will be set forth in some detail in later paragraphs, involves extensive renewal of the blighted area around the Lincoln School; the relocation of displaced families in a bold effort to accomplish interracial housing; a thorough refurbishing of an extensive area adjacent to Lincoln School to make the access to the school, the playground, and the surrounding environment attractive and acceptable to any resident of the City; and, after all of this, the establishment of an intermediate school to serve all the children of the City in the Lincoln building (renamed as Central School if desired).

In a strict sense this proposal lies beyond the power of the Board of Education to implement, acting within its own sphere of authority. The concurrence of City government would be required for renewal housing and relocation. The proposal is of such proportions that the people of the City generally must be involved. There are other proposals already suggested which are less pretentious and which would come near to the solution of the school problem, so the proposal for renewal extensively

(1) Chapters I to VI

plus central intermediate school stands as only one of the plans for consideration.

It is impossible within the scope of this report to describe all of the specific details of how any of the proposed plans would work. These exact details must be developed by responsible persons when interest begins to center upon a specific plan. However, basic principles and suggestions can be given. Due to the extensiveness of the Renewal-Central School proposal, and its significance for Englewood should it be considered for adoption, a few of the metes and bounds of the plan which must be faced will be herein detailed.

Renewal and Relocation: The Englewood Master Plan has designated the area around Lincoln School for renewal. Agencies have been set up in the City to implement the recommendation. Initial steps have been taken by the City in submitting proposals to Federal authorities administering the renewal and the housing acts. This report is concerned with the problem only because the school problem is so closely related to it. Suggestions offered herein are designed to be helpful to City authorities rather than to be meddlesome.

First, the experts employed as consultants in this study, all of them students of and experienced in the problems of renewal and housing, have inspected the areas and agree that an extensive area around Lincoln School is the prime location for renewal in Englewood.

Second, experience already evident in Englewood indicates that renewal without relocation of residents in nonsegregated areas heightens rather than lessens tension. This is supported by the best research studies in the field.(1)

Third, the experience of past renewal efforts in other communities indicates that without extensive carefully planned programs designed to meet the emotions and human reactions involved, renewal per se may worsen rather than improve the problems of slums, segregation, and human welfare.

Fourth, sufficient success has been achieved in some communities to warrant turning the full force of Englewood talent and leadership to this problem. Reference is made to the experience of Baltimore where one effort failed and another, specifically the Mount Royal district, has shown promising results. Reference should also be made to the cases of Hyde Park and Kenwood in Chicago.

These examples and others, indicating failures and successes and promises of success are detailed in several significant reports which should be studied in detail by Englewood citizens.(1)

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(1) A limited amount of documentation on renewal and housing are suggested here -

Davis, McEntire, Race and Housing, Berkeley, California University Press, 1960, Chapter XIX
Millspaugh, Martin, and Gurney Breckenfeld, The Human Side of Urban Renewal, Baltimore, The Flight-Blind Fund, Inc., 1958 - A detail of Baltimore experience
Meyersen, Martin, and Edward C. Banfield, Politics, Planning and the Public Interest, Glencoe, Ill., The Free Press, 1955 - This is a treatment of public housing in Chicago.
Laurenti, Luigi, Property Values and Race: Studies in Seven Cities, Berkeley,University of California Press, 1960.
Grier, Eunice and Geoge, Privately Developed Interracial Housing: An Analysis of Experience. Berkeley, University of California Press, 1960
Glazer, Nathan and Davis McEntire. eds. Studies in Housing and Minority Groups, Berkeley, University of California Press, 1960 - Of special interest is a paper in this report by Albert J. Mayer, "Russel Woods: Change without Conflict. A Case Study of Neighborhood Racial Transition in Detroit".

The details of financing and specific development of programs for extensive renewal are better handled by persons and agencies designated locally in this field. However, to solve the school problem adequately, allowing for attractive access to Lincoln School, adequate and attractive playground, and satisfactory improvement of environment, an area of at least fifteen acres, preferably twenty and more should be involved, certain streets must be relocated, and satisfactory treatment of area immediately adjacent to the school playground must be provided. It is understood that the Federal enactments on housing and renewal would provide for Englewood 75% of the cost of a renewal project, and probably would allow local money spent on the improvement of Lincoln School to be considered partially in the City's share of the cost. Thus a project costing upwards of $6,000,000 could be instituted without exceeding the cost to local taxpayers of replacing the Lincoln School facilities at the estimated price of $1,500,000.

The Features of a Central Intermediate School: The feature of renewal would be an effort to correct the basic cause of the school problem and would be an attempt to solve the City's population problem. The central school proposal is the element of this plan which would solve the immediate problem of racial imbalance in school enrollments.

Briefly, the proposal would call for retaining each of the four elementary schools, except Lincoln, as neighborhood schools to serve the primary grades (either K-3 or K-4) from the areas now served by these schools. The students from the entire City to be enrolled in grades 5-6, or grades 4-5-6 as the case would be, would come together at the central location, a renewed and renamed Lincoln School. Thus, although the intermediate grade pupils would not attend their classes in buildings now attended by 5th and 6th grade pupils in their neighborhood, still the principle of the neighborhood school would not be violated, since, like the junior and senior high schools which serve the entire City enrollments at central locations, this school would be designated for this purpose for the grades involved.

Under this proposal the children of the lower grades of the Lincoln School would be assigned to classes in the neighborhood primary schools, Cleveland, Liberty, Quarles, and Roosevelt. The specific details of assignment would be the responsibility of those administering the school at the time, using the enrollments and the details which would be current; nonetheless, it is helpful to gain an impression of how the plan would work if we give a suggested assignment based upon current enrollments. The following table details such an assignment.

TABLE XLVIII - Proposed Reassignment of Lincoln School K-4 Pupils on Plan for a Central Intermediate School with Neighborhood K-4 Schools

Assignment	Available Rooms (1)	No. Pupils (2)					
		K	1	2	3	4	Total
1. Assign to Cleveland School - K. North of Linden, Third and Genesee Aves. Grs. 1-4 - East of Lafayette between Forest and Third; East of William, North of Linden.	6	58	75	80	69	72	354
		38	37	28	41	42	186
2. Assign to Liberty School Grs. 1 to 4 from East of Lafayette, West of William, North of Mackay Park.	4	63	56	79	59	61	318
			8	11	9	12	40
3. Assign to Donald Quarles Gr. 1 to 4 West of Lafayette	4	64	60	56	45	52	277
			14	15	21	21	71
4. Assign to Roosevelt - K. South of Genesee, Third and Linden; Grs. 1 to 4 East of Lafayette, South of Forest, East of William to Linden.	4	45	50	58	46	61	260
		30	12	9	9	12	72

(1) Rooms would be made available by the transfer of grades 5 and 6 to the central school.

(2) The top line of enrollment figures is the present enrollment in the school. The second line is the number of Lincoln School pupils assigned under the plan.

A major weakness in the preceding suggested assignment lies in the high concentration of Negros left in the Liberty School. Since this is merely a pattern of assignment it is suggested that when the time comes to reassign children, authorities should be color conscious to the extent of adjusting assignments probably between Cleveland and Liberty to correct this imbalance.

If this plan were to be instituted for Englewood the following actions should be taken as a means of giving it the best assurance of success.

1. Prior to starting the plan and as a continuing part of it there should be a full program of public relations and indoctrination for teachers, parents and children, so that all would understand what is being done, why it is being done and the proper attitudes and practices which will insure quality of education and success of the plan.

2. A curriculum covering generally accepted subject matter, but especially designed for this type of school organization should be developed.

3. A program especially designed for primary children should be instituted in the K-4 schools with the aim of introducing children to intergroup living and of preparing them for the experiences in the central intermediate school.

4. Provision should be made in the large central school for using the latest developments in individualized instruction, team teaching, (1) large group instruction, implemented with language laboratory and the best audio-visual and automatic teaching aids which are available.

5. Institute a program of "high horizons" for all elementary schools including psychologists, speech therapists, social workers and guidance personnel.

(1) Reference should be made to the successful elementary school program at Lexington, Mass., incorporating many of these features.

Advantages and Disadvantages

Let it be repeated that this proposal for extensive area renewal plus a School organization involving neighborhood primary schools and central intermediate school is recognized as a bold pioneering effort to solve the problems of the City of Englewood, both in the City's population and in the schools. It has several advantages. First, with the exception of the plan for replacing Lincoln School, it comes nearest of all acceptable plans to meeting the neighborhood school principle. Secondly, among proposals for real solution it displaces from present school assignments the fewest number of children in the K-4 grades, and it merely moves up two years earlier than the Junior High School years the centralization of all children in one school. Third, with deliberate planning it can offer a superior type of education with superior programs for meeting individual differences at all levels. Fourth, it offers an effective long term solution to the problem of racial imbalance in the elementary schools. Fifth, it offers the best contribution which the schools can make to the solution of the major city-wide challenge of what Englewood shall be as a community in the future.

Obviously, the biggest disadvantage of the plan lies in its very magnitude and the difficulty of convincing substantial numbers of Englewood citizens that undertaking it is necessary or worth the effort. Although a substantial part of the cost of renewal could be born by subsidy from Federal funds, nonetheless the plan would tax Englewood resources, perhaps not disastrously, but enough to make approval and sanction a real problem. There is some danger that the plan would increase the flight of citizens, especially those whose fear of the lowering of standards could not be allayed and whose spirit of pioneering a new venture would not be sufficient to overcome a resentment of the central school idea.

Variation of the Proposal: A proposal has been suggested which would incorporate all of the features of the central intermediate school plan, except that Lincoln School would be abandoned, thereby disassociating the plan essentially from renewal, and a new school constructed in the Second Ward for the purpose of housing the central school enrollment. This proposal would solve the problem of racial imbalance and would be a good plan provided all of the program features of the main proposal were incorporated. There are three problems, however, which make the variation more difficult. First, the cost of the entire replacement program, including expensive site would be born by local taxpayers. Secondly, except for the Allison Park site, and other undeveloped areas in the southeast section, there is no undeveloped location in the Second Ward of sufficient size to accommodate such a school. Third, the present center of population is so far removed from any site in the Second Ward that aggregate travel of students would be greatly increased. A minimum of aggregate travel is involved at the Lincoln School site, because of its central location.

Summation of Proposals

It is a matter of prime consideration in presenting this report that the people of Englewood, subject to laws and mandates of duly constituted authorities, are the final authority for decision in a matter as important as the welfare of the children in the schools and the future character of the City. A superintendent of schools and expert consultants can and should assemble and marshal data, and should interpret it honestly from the position of the respective discipline. Beyond submitting objective interpretation and offering constructive suggestion they should not tell the people what to do; neither should they act in such a way as to prejudice or hamper the position of the

Board of Education as policy makers.

In this spirit three criteria for judging plans were proposed. First, there should be a conscious effort to seek solution to the problem of racial imbalance. The Board of Education has stated this as their aim, and has repeated it recently. Secondly, so far as workable plans can be found a criteria for appraising one against another should be adherence to the neighborhood policy and the dislocation of as few persons as possible. Thirdly, any proposal to have merit must offer promise of a superior quality of education.

Against these criteria we now summarize briefly the six proposals which have been discussed.

1. A policy of drift does not offer any solution to the problem, must inevitably cast over the community a continued period of strife and destructive tension.

2. Renewal and high horizons without redistribution of school assignment appears to reach for good education; it will not dislocate persons; but it fails to meet the standard of conscious effort to correct racial imbalance. It is certain to continue the community in destructive strife.

3. Open enrollment will ease the tension of a few persons who seek relief from the concentration of Negro enrollment, and it may meet the requirements of existing court decisions. It cannot be looked upon as a permanent or adequate solution. It will create most difficult administrative problems, and will be a source of irritation and strife as long as it is permitted. It essentially destroys the principle of neighborhood school, and has little by way of quality education to commend it.

4. The Princeton plan, in any of its variations, appears to meet the standard of a conscious effort to integrate the enrollments. It can be accom-

panied by good education. Although it can be organized to meet the technical requirements of the principle of neighborhood school, in effect it does not; and it dislocates more persons than any of the other plans which will integrate.

5. Abandonment of Lincoln School and replacement of its classrooms by additions to the other elementary schools. This plan meets all of the standards set for judging. It will integrate, it can be accompanied by good education, it upholds the principle of the neighborhood school, and it dislocates only the children living in the present Lincoln School area. It will cost considerable money, obtainable only by bond issue against Englewood property.

6. Extensive renewal and use of Lincoln School as a remodeled, renamed central intermediate school in an attractive renewed area. This proposal is a bold effort to pioneer in the field of race relations, of education, and of control of the direction to be taken by an inner ring suburban community. It meets the standard of an effort to integrate, it can offer superior education well adapted to the situation of the intergroup relationships, it upholds the neighborhood principle and dislocates relatively few people. It has the added advantage of being directly an asset to a solution of a major problem for Englewood, highlighted in this report - i.e., a conscious effort to control the course of development which Englewood follows. It will cost money, will require a strong leadership working through an effective community organization to convince the people of the City that it should be undertaken; and then to carry it out.

A MATTER OF TIMING AND SCHEDULING

It is not to be assumed that any effective plan can be instituted on an overnight basis. It is presumed that any of the proposals which promise effective long range solution will require upwards of five years for full implementation, But as soon as decisions upon a plan of action can be made it should be organized into progressive steps, the first to be taken at an early date, and leading by orderly procedure to full implementation. For example, if the plan for replacing Lincoln School were to be followed it would take upwards of five years to complete the additions to buildings. If the renewal and central intermediate school plan were to be followed again at least five years would be required to lay plans, get them approved and complete the necessary improvements in the area. In the meantime, strife over delay and sincerity of intention could be destructive.

Accordingly, it is proposed that the City use the old buildings on Engle Street in September 1962 to initiate the preliminary and intermediary steps in a plan for desegregation. For example, if it were replacement of Lincoln School, some classes could be started at Franklin School on an integrated basis as early as the school year 1962-63. Likewise, experimentation on a growing basis with the central intermediate school could be started on Engle Street at as early a date. Such a use of these buildings would enable the development of any plan on a growing suitably phased basis rather than on a jolting basis of sudden upheaval of established concepts and traditions. Further steps in phasing the establishment of any of the plans should involve in-service preparation of teaching staff, preparation of parents and children, development of suitable curriculum material, provision of adequate teaching aids, the development and implementation of a full program of high horizons.

TECHNICAL PHASES OF LONG RANGE PLANNING

It is strongly recommended that, in setting up the step procedures for implementing any program which may be decided upon, the people of Englewood, acting through their designated officials, take full advantage of the advances which have been made in the technique of long range planning by the American

Management Association, a number of private industries, educational institutions, and welfare agencies.(1) Advances so far made in this field have developed effective step procedures for dealing with five major planning elements; (1) philosophy, (2) objectives, (3) programs, (4) organization, (5) financing. This technique requires some study and refinement for use in a local situation, and a long range planning committee should be set up either as an agency of the Board of Education or of the Englewood Planning Board.

SUPPLEMENTAL PROPOSALS

Apart from the specific problem of assigning children to schools, there is a growing concept that more community situations should be developed for confrontation of people of varying cultural backgrounds, especially of the very young. Accordingly, it is proposed that the City through its designated officials consider the development of a nursery school, possibly at the Lafayette Place site which would be specifically designated as an intercultural school to serve the entire city. There can also be visualized a broad civic use to be made of the Lincoln School should the plan for major renewal and use of this school be adopted. Such civic use might well include the Lincoln School as a site for Board of Education offices and as a center for well planned and carefully controlled youth activities of a cultural nature.

(1) Professor Edward Moe of Michigan State University has done significant work in applying formulas for planning to community problems.
Management Creeds and Philosophies American Management Association Research Study #32
Warren, Roland Studying Your Community, New York, Russell Sage Foundation, 1955
Tannaenbaum, Weschler and Massaih Leadership and Organization, New York, McGraw-Hill, 1961

The preceding pages have dealt with six alternatives for dealing with the problem of racial imbalance in school enrollments. There is no thought of presuming that the statement of these proposals should preclude the exercise of initiative on the part of citizens in devising a solution. Nonetheless, these proposals would seem to exhaust the feasible options for public policy; and the adoption of one variant or another would appear imperative for the coming school year.

AN ENGLEWOOD DEVELOPMENT PROGRAM

It is, of course, apparent that the meanful alternatives proposed as realistic solutions to the problems of school enrollment, racial imbalance and the effective disposition and utilization of school facilities go far beyond the boundaries of what is typically regarded as "school policy". Yet, given the role public education plays in the United States, this extension is not unrealistic; it is inevitable. Whether better schools make better communities, or whether it is more accurate to say that better communities make better schools may be open to question; but it should be apparent to all that school quality and community quality are inseparably intertwined. No analysis purporting to grapple with an issue in one sphere of local public life can escape touching on the others.

This report was constructed on the calculated assumption that an inquiry into the future of Englewood's schools would involve an exploration of the City's future and touch upon main issues in the public life of the Nation as well. Events since the study was begun have amply justified the assumption. What the preceeding chapters have made clear is that Englewood, caught up in the vortex of powerful regional forces faces a need to make decisions and to take action on many fronts if it is to continue to shape its future. It has arrived at one of those critical junctures in a community's history where the policies set in the next few years will be controlling for decades ahead.

The salient circumstances of Englewood's position, to summarize briefly are these: a privileged, maturing suburb close to the heart of a great metropolitan region and attractive to many types of residents, business enterprises, and activities has choices to make respecting those whom it would receive on its still available land. It has choices respecting the quality and spirit of its educational enterprises. But, if it is to exercise these choices effectively in the midst of a rising tide of regional growth, the City will have to mobilize its civic energies to a degree, and with a commitment which is rare in an American locality of its kind. *Ad hoc*, sporadic, and unrelated actions - whether they be by municipal government, the Board of Education, or even a court of law - will not suffice.

Meanful decisions will take place only if Englewood embarks on a general program of conscious rationally-prepared development. This program must begin with a rapid intensification in the City's planning effort, strengthened on the one hand by a broadening of the civic base which is involved in this effort, and on the other with a systematic review of the levers which exist to turn plans into reality. School policies have to be meshed with zoning policies; zoning meshed with enforcement measures for housing and health standards; these measures must be related to renewal and new building policies; all these must then be related to taxation and financial programs. Nothing less than an effort this comprehensive and this well coordinated hold much promise that Englewood can have a significant voice in influencing the changes which will take place within its borders.

To undertake a program of this nature requires some far reaching reappraisals of conventional doctrine. A conviction that government is essentially a bundle of services which gradually appear over the years has to be replaced by a recognition that government is now a crucial force in guiding the path of economic development. A belief that any municipality can go it alone needs to give way to explorations of new forms of collaboration with neighboring jurisdictions. A popular feeling that "local affairs" are not worth the attention of busy citizens must yield to an understanding that it is in the resolution of local issues that the quality of every day life and the amenities of urban environment are shaped. In short, a massive infusion of civic talent is required for community reinvigoration.

In the last ten years, many American urban communities have been devising new ways and means by which to make development programs effective. Some have established civic committees to buttress hard-pressed local officials and to speed the planning process, thus tapping unsuspected reservoirs of skill and wisdom. Some have created developmental corporations to undertake specific projects with funds which the local governments cannot immediately supply. Some have turned to great private foundations to find support in attacking intercultural problems such as Englewood now faces. Some have sought the resources of the universities in their region to provide further skills and knowledge. Some have established closer links with state and national government in the formal redevelopment programs which are now expanding and becoming more effective. In all these ways, these communities have begun to move again.

The critical fact to realize, then, is not that any one specific project is the "right one" for Englewood or that any one specific action at one time will resolve conflict once and for all. The critical fact is that a turnabout for Englewood is, in the beginning, a matter of approach, of a community frame of mind, and of spirit. If the Board of Education, the City of Englewood, and its civic leaders can undertake to lead such a turnabout in attitude and outlook, then its future in terms of prosperity, well-being, and racial harmony is secure. Then, too, the objectives of this report will have been accomplished.

PART III

SUMMARY OF

FINDINGS OF FACT AND GUIDELINES FOR POLICY

SUMMARY OF

FINDINGS OF FACT AND GUIDELINES FOR POLICY

1. Englewood is a suburban community lying close to the core area of the major metropolitan region of the world. Unlike most suburbs which exist within the region its major growth in terms of existing patterns of land use already is past. There is little vacant land left in Englewood and the land which still is open is zoned primarily for low density residential use. The density of land use in Englewood is not increasing as fast as in many other communities of Bergen County (Table XIII), p. 30. This occurs in part because Englewood's density has been relatively high compared to the remainder of the county for a considerable period. Perhaps one of the most significant aspects of the pattern of land use in Englewood is the increase in the proportion of dilapidated residential housing. (Table XII) p. 29.

2. Englewood's status as a mature suburb is confirmed by a number of other indices: its relatively slow population growth compared to other portions of Bergen County and New Jersey (Chart III), p. 12; its high rate of population turnover, represented by a constant in-migration of new population groups into the schools matched by the attrition which seems to take place among entering classes (Tables XXV to XXIX, pp. 47-51); the substantial number of industrial employees compared to other suburbs of Bergen County (Table XV) p. 34, and the important contribution which these industries make to the support of local government expenditures.

3. The classification of Englewood as a mature suburb does not adequately summarize its distinguishing characteristics It is a wealthy city, as indicated by its ratio of bonded indebtedness to borrowing capacity and by its well-above-the-average status in occupational distribution, household income and effective buying income (Tables II, III and VII), pp. 14, 18.

4. As is the case with most highly developed urban areas, Englewood is faced with a number of current or impending transformations in its dominant characteristics. Recent years have witnessed changes in its racial composition, so that in 1960 more than 27 percent of its population was nonwhite. (Table IV) p. 15. Although reliable statistics to demonstrate shifts over time are lacking, it is a fair inference that Catholics and Jews form a significant proportion of Englewood's population. Its industrial population is becoming larger (Table VI), p. 17 and locally situated industry is expanding its use of land, its number of employees and its total sales.

5. These changes in the characteristics of Englewood, carry the City further and further away from the classical image of a wealthy residential suburban enclave. They are the result of forces operating on Englewood from outside its own boundaries, deriving originally from its proximity to the urban core and now beginning to arise as well from its location within Bergen County, one of the most rapidly urbanizing counties within the Region. In a number of places, the report estimates what Englewood would be like in terms of population, occupational composition (Table XXXV)and land use if pressures from the Region become more pervasive. At the present time, Englewood is still relatively unique for a community of its size, maturity and location so near to Manhattan. The uniqueness of Englewood, compared to similar communities in Bergen County, is illustrated at several places in the report: for industrial composition (Table XV), p. 34; for land use and density Table XIII), p. 30; for income (Table II), p. 14; for racial composition (Table IV), p. 15.

6. So far as the future is concerned, the greatest liklihood is that Englewood will have increasing difficulty in resisting the social, economic and political forces now at work in the Region.

It seems prudent for the City to recognize its inextricable ties to the other parts of the Region and the fact that Regional forces constitute limiting conditions on the future character of the City. Within these limits,however, Englewood should be able to choose a wide range of attractive alternative patterns of population composition, occupational status and land-use.

7. The school system can play an important role in determining the future character of Englewood. The current concern of the school system in meeting the problem posed by the racial imbalance provides an appropriate place for the initiation of public policy. As the report indicates, the site and other physical characteristics of the school enterprise allow a great deal of flexibility in achieving desegregation (Table XLII, p.107). The borrowing capacity of the City, its tax base and its relatively low ratio of taxes to property value permit consideration of a number of attractive and potentially effective programs.

8. A departure point for the consideration of these several school policies is the recognition that they are inevitably interwined with general governmental policy for the City. The determination of the best policy from among available options will have to take into account the character of comprehensive planning for Englewood and anticipated changes in industrial activity, residential land use and the type and character of business establishments most suitable for the area. School policy made in isolation will inevitably be unrealistic policy, providing at best only temporary solutions.

9. Another basic criterion in making school policy derives from the projection of comparatively slow growth rates as conditioned by the general planning progress. The Report's forecast of a "plateau of enrollment"(Table XXXlX, p. 81) indicates that major expansion in the school plant is not anticipated. Consequently, the use of the Franklin and Engle Street schools is not justified in terms of quantitative school needs per se. However,with respect to policies

regarding racial imbalance, various courses of action examined in the Report consider the uses of these schools as transitional instruments of high value.

10. In discharging its assignment to assist the Board of Education on the issue of racial imbalance, the Report adopts as its basic assumption the view that an imaginative solution to this issue can dramatically enhance the quality of public education offered in Englewood. The report provides a frame of reference, in the form of six basic considerations, in which the facts of the Englewood situation can be profitably analyzed and evaluated. These go beyond the simple recognition of the legal imperatives now existing with respect to school integration. These six considerations then point the way to various concrete proposals which may involve new patterns of centralized classroom instruction, new uses of existing facilities or their abandonment, the re-scheduling of special classes and services, and the coordination of school programs with renewal activities. All of the different proposals analyzed, however, have as their common aims the maintenance of a high level of education at all levels and continued prospects for improved quality.

APPENDIX

Appendix I

Table A-I-I Enrollment - Englewood Public Schools

	Total Enrollment	A. D. A.	A. D. E.	On Roll, Oct. 1
1930-31	3,509	2,952	3,172	3,125
1931-32	3,715	3,167	3,389	3,354
1932-33	3,997	3,350	3,604	3,574
1933-34	3,998	3,388	3,641	3,691
1934-35	4,054	3,396	3,679	3,725
1935-36	4,012	3,415	3,657	3,668
1936-37	4,024	3,403	3,635	3,705
1937-38	3,901	3,381	3,632	3,670
1938-39	3,847	3,297	3,543	3,755
1939-40	3,825	3,235	3,508	3,727
1940-41	3,768	3,218	3,486	3,537
1941-42	3,660	3,160	3,407	3,431
1942-43	3,564	2,960	3,241	3,311
1943-44	3,351	2,788	3,104	3,162
1944-45	3,293	2,803	3,065	3,134
1945-46	3,220	2,702	3,003	3,052
1946-47	3,217	2,770	3,005	3,066
1947-48	3,233	2,779	3,037	3,040
1948-49	3,340	2,882	3,149	3,169
1949-50	3,387	2,940	3,199	3,217
1950-51	3,520	3,016	3,293	3,311
1951-52	3,691	3,143	3,459	3,463
1952-53	3,764	3,234	3,557	3,580
1953-54	3,994	3,484	3,789	3,810
1954-55	4,133	3,582	3,900	3,907
1955-56	4,180	3,666	3,987	3,995 *
1956-57	4,091	3,586	3,886	3,934
1957-58	4,086	3,498	3,852	3,899
1958-59	3,970	3,473	3,764	3,788
1959-60	3,971	3,480	3,757	3,777
1960-61	3,927	3,441	3,721	3,745
1961-62				3,764

* Includes 570 non resident tuition pupils progressively eliminated between 1956 and 1960.

Note: Total Enrollment includes all children on the register at any time during the school year. It is a maximum figure. This number of children are never enrolled at any time.

A.D.A. Average daily attendance. This figure is obtained by dividing the total attendance recorded for the year by the number of days school is in session. It is a minimum figure and is always less than the number of pupils on the active roll at any given time.

A.D.E. Average daily enrollment. This figure is obtained by dividing the total number of days all children are on the active roll by the number of days school is in session. It is the figure which most nearly reflects the true day by day enrollment in the school.

October 1 Enrollment. This figure is the accurate number of children on the active roll on this date. It corresponds closely with the A.D.E.

Appendix I

Table A-I-2-School Enrollment Trends - Englewood Residents and Non-Residents

School Year	On Roll October 1	Non-Residents Included	Net-Englewood Residents
1946-47	3066	422	2644
1947-48	3040	396	2644
1948-49	3169	399	2770
1949-50	3217	394	2823
1950-51	3311	471	2840
1951-52	3463	410	3053
1952-53	3580	418	3162
1953-54	3810	437	3573
1954-55	3907	464	3443
1955-56	3995	473	3522
1956-57	3934	304	3630
1957-58	3899	198	3701
1958-59	3788	68**	3720
1959-60	3777	44*	3735
1960-61	3745	19*	3726
1961-62	3763	25*	3738

** Last year of high school tuition - (57 high school + 1 elementary, + 10 special class = 68)

* Special class tuition plus an occasional private tuition student.

Appendix I

Table A-I-3 Population Growth of Englewood Compared with Bergen County and New Jersey

	Englewood		Bergen County		State of New Jersey	
	Population	% Increase	Population	% Increase	Population	% Increa
1900	6,253		78,441		1,883,669	
1910	9,924	58.7%	138,002	75.9%	2,537,167	34.7%
1920	11,627	17.2%	210,703	52.7%	3,155,900	24.4%
1930	17,805	53.1%	364,977	73.2%	4,041,334	28.1%
1940	18,966	6.5%	409,646	12.2%	4,160,165	2.9%
1950	23,145	22.0%	539,139	31.6%	4,835,329	16.2%
1960	26,057	12.6%	780,255	44.7%	6,066,782	25.4%

Appendix I

Table A-I-4

Economic Data

Income Breakdown - % of Households having income

	Population Thousands	Households Thousands	0 - 2,499 % Hshlds	% Income	2,500 - 3,999 % Hshlds	% Income	4,000 - 6,999 % Hshlds	% Income	7,000 - 9,999 % Hshlds	% Income	10,000 & Over % Hshlds	% Income
Bergen Co.	797.3	244.8	6.8	1.2	12.0	4.4	37.5	22.8	21.3	19.9	22.4	51.7
Essex Co.	923.5	277.2	7.0	1.3	13.9	5.6	39.6	26.5	19.8	20.3	19.7	46.3
Hudson Co.	608.3	176.0	7.9	1.7	15.7	7.2	43.4	33.6	19.3	22.8	13.7	34.7
Middlesex Co.	445.4	131.4	7.5	1.5	13.6	5.7	43.2	30.1	20.4	21.8	15.3	40.9
Monmouth Co.	341.9	103.8	12.6	2.7	18.4	8.3	38.9	29.5	16.6	19.1	13.5	40.4
Morris Co.	269.5	76.0	7.3	1.3	14.3	5.5	40.2	26.0	19.7	19.5	18.5	47.7
Passaic Co.	410.0	130.2	7.8	1.6	15.0	6.6	42.5	31.5	19.9	22.4	14.8	37.9
Somerset Co.	147.4	41.3	7.5	1.4	14.6	6.0	41.4	28.4	20.4	21.3	16.1	42.9
Union	510.8	150.0	6.8	1.2	11.6	4.2	36.7	22.2	21.9	20.3	23.0	52.1
N.J. Region	4,454.1	1,330.7										
New Jersey	6,146.8	1,828.2	9.0	1.8	15.2	6.4	40.0	28.2	19.2	20.7	16.6	42.9
Englewood	26.2	7.7	3.9	1.0	9.4	3.1	35.6	19.7	20.8	17.5	30.3	59.1

Source - Sales Management - Survey of Buying Power, May 10, 1961

Appendix I

able · A-I-5

Economic Data

	Population Thsds	Population % USA	Households	Consumer Spending Units	Effective Buying Income: Net Dollars Thsds	Effective Buying Income: % USA	Effective Buying Income: Per Capita	Effective Buying Income: Per Hshld	Effective Buying Income: Per CSU	Cash Income Per Hshld
ergen Co.	797.3	.4395	244.8	275.3	2,178,170	.6082	2,732	8,898	7,912	8,484
ssex Co.	923.5	.5090	277.2	331.9	2,296,719	.6413	2,487	8,285	6,920	7,705
udson Co.	608.3	.3353	176.0	215.3	1,289,090	.3600	2,119	7,324	5,987	6,692
iddlesex Co.	445.4	.2455	131.4	159.8	1,054,930	.2946	2,369	8,028	6,602	7,405
onmouth Co.	341.9	.1885	103.8	128.1	778,579	.2175	2,277	7,501	6,078	6,841
orris Co.	269.5	.1485	76.0	84.3	636,328	.1776	2,361	8,361	7,548	8,007
assaic Co.	410.0	.2259	130.2	143.6	956,054	.2670	2,332	7,343	6,658	7,000
omerset Co.	147.4	.0812	41.3	46.3	328,320	.0917	2,227	7,950	7,091	7,557
nion Co.	510.8	.2816	150.0	165.4	1,332,580	.3721	2,609	8,884	8,057	8,524
ew Jersey	6,146.8	3.388	1,828.2	2,128.6	14,327,009	4.008	2,331	7,837	6,731	7,341
nglewood	26.2	.0144	7.7	9.9	78,701	.022	3,004	10,221	7,950	9,371

ource - Sales Management - Survey of Buying Power, May 10, 1961

Table A-I-6

Analysis or Population Data - 1960
Showing
Percent Age Group by Sex is of Total in Class

Age Group By Community	All Classes Total	All Classes Male	All Classes Female	White Total	White Male	White Female	Non-White Total	Non-White Male	Non-White Female
Over 65									
New Jersey	9.3	4.1	5.2	9.6	4.2	5.4	5.1	2.4	2.7
N.J. Urban	9.2	4.0	5.2	9.7	4.2	5.5	5.0	2.3	2.7
Urb.Cent.City	10.3	4.7	5.6	12.0	5.4	6.6	4.1	1.9	2.2
Urban Fringe	8.7	3.7	5.0	8.9	3.8	5.1	5.8	2.6	3.2
Bergen County	8.2	3.5	4.7	8.2	3.5	4.7	6.1	2.6	3.5
Englewood	10.8	4.2	6.6	12.6	4.8	7.8	6.2	2.5	3.7
45 to 64									
New Jersey	21.8	10.7	11.1	22.3	10.9	11.4	16.6	8.0	8.6
N.J. Urban	22.1	10.8	11.3	22.6	11.0	11.6	16.6	7.9	8.7
Urb.Cent.City	23.2	11.2	12.0	25.5	12.3	13.2	15.2	7.3	7.9
Urban Fringe	22.1	10.8	11.3	22.4	11.0	11.4	18.5	8.8	9.7
Bergen County	22.8	11.3	11.5	22.8	11.3	11.4	21.5	9.7	11.8
Englewood	26.8	12.6	14.2	28.6	13.6	15.0	22.0	10.0	12.0
25 to 44									
New Jersey	28.3	13.7	14.6	28.2	13.7	14.5	29.9	14.2	15.7
N.J. Urban	28.4	13.7	14.7	28.1	13.6	14.5	30.3	14.3	16.0
Urb.Cent.City	27.5	13.3	14.2	26.7	13.0	13.7	30.8	14.5	16.3
Urban Fringe	28.9	13.9	15.0	28.9	13.9	15.0	30.0	14.0	16.0
Bergen County	28.9	13.7	15.2	29.0	13.8	15.2	32.2	13.9	18.3
Englewood	26.6	12.0	14.6	24.3	11.1	13.2	32.5	14.1	18.5
20 to 24									
New Jersey	5.3	2.6	2.7	5.1	2.5	2.6	7.4	3.4	4.0
N.J. Urban	5.3	2.6	2.7	5.1	2.5	2.6	7.4	3.3	4.1
Urb.Cent.City	6.1	2.8	3.3	5.5	2.6	2.9	7.9	3.4	4.5
Urban Fringe	4.7	2.1	2.6	4.6	2.1	2.5	6.6	2.9	3.7
Bergen County	4.1	1.8	2.3	4.1	1.8	2.3	7.8	3.2	4.6
Englewood	5.3	2.2	3.1	4.4	1.8	2.6	7.6	3.1	4.5
15 to 19									
New Jersey	6.5	3.3	3.2	6.5	3.3	3.2	6.8	3.3	3.5
N.J. Urban	6.6	3.3	3.3	6.5	3.3	3.2	6.6	3.1	3.5
Urb.Cent.City	6.4	3.1	3.3	6.4	3.1	3.3	6.5	3.0	3.5
Urban Fringe	6.3	3.1	3.2	6.3	3.1	3.2	6.6	3.1	3.5
Bergen County	6.2	3.0	3.2	6.2	3.0	3.2	6.4	3.0	3.4
Englewood	6.4	3.1	3.3	6.4	3.1	3.3	6.1	3.1	3.0
5 to 14									
New Jersey	18.3	9.3	9.0	18.0	9.2	8.8	20.2	10.0	10.2
N.J. Urban	18.1	9.2	8.9	17.9	9.1	8.8	20.1	9.9	10.2
Urb.Cent.City	16.4	8.3	8.1	15.2	7.7	7.5	20.6	10.1	10.5
Urban Fringe	18.6	9.5	9.1	18.6	9.5	9.1	19.7	9.8	9.9
Bergen County	19.4	9.9	9.5	19.4	9.9	9.5	16.3	8.0	8.3
Englewood	15.9	7.8	8.1	15.9	7.9	8.0	16.1	7.6	8.5
Under 5									
New Jersey	10.6	5.4	5.2	10.2	5.2	5.0	14.0	7.0	7.0
N.J. Urban	10.4	5.3	5.1	10.0	5.1	4.9	14.7	7.7	7.0
Urb.Cent.City	10.1	5.1	5.0	8.7	4.4	4.3	14.9	7.5	7.4
Urban Fringe	10.5	5.3	5.2	10.4	5.3	5.1	12.9	6.4	6.5
Bergen County	10.4	5.2	5.0	10.2	5.2	5.0	9.9	5.0	4.9

Appendix I

Table A-I-7

Data on Housing Units by Wards - School Enrollment and Population

	Ward I	Ward II	Ward III	Ward IV	Total
Housing Units(1)	1,337	2,061	2,975	1,854	8,227
Average Value(1) Report - Census	$ 33,570	$ 28,862	$ 20,000	$ 16,146	$ 23,913
Population(1)	4,053	5,891	9,713	6,400	26,057
Public School(2) Enrollment	379	777	1,494	1,110	3,760
Public School Pupils per 100 dwellings	28.3	37.7	50.2	59.9	45.7
Potential New(3) Dwelling Units Present Zoning	229	911	255	599	1,994

Sources (1) U.S. Census, 1960; (2) October 1, 1960 Enrollment; (3) Englewood Master Plan.

(2) The discrepancy between 3,760 pupils and the 3,745 officially recorded for October 1, 1960 represents pupils tabulated here who withdrew before the official date of recording.

Table A-I-8 Potential Housing Development, Population and School Enrollment

	Present Zoning				
Ward	Potential Units	Persons Per Unit	Estimated Population Growth	Public School Pupils per Unit	Estimated Growth in School Enrollment
I	229	3.03	694	28.3	65
II	911	2.86	2,605	37.7	343
III	255	3.26	831	50.2	128
IV	599	3.45	2,067	59.9	359
Total	1,994		6,197		895

Source: Englewood Master Plan - P. 41-42

Appendix I

A-I-9 - Non-Public School Englewood Enrollment, 1961-62

	Elizabeth Morrow	Dwight School	Englewood Boys	Total Independent	St. Cecilia	Total Non-Public
Pre School	31	4		35		35
K or Pre Primer	10	3		13	67	80
Gr. 1	15	8		23	77	100
Gr. 2	21	3		24	83	107
Gr. 3	19	7		26	79	105
Gr. 4	13	5		18	88	106
Gr. 5	14	8	2	24	77	101
Gr. 6	13	11	9	33	75	108
Gr. 7		20	23	43	65	108
Gr. 8		29	19	48	63	111
Gr. 9		19	16	35	43	78
Gr. 10		13	14	27	42	69
Gr. 11		19	10	29	30	59
Gr. 12		27	7	34	34	68
Total not including Pre School	105	172	100	377	823	1,200

Table A-I-10 - School Migration Ratio

	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
K to 1	.966	.896	.918	.882	1.015	1.059	1.087	.966	1.007	1.031	1.05
1 to 2	.986	.996	1.025	.995	.982	1.027	.984	.982	1.027	.970	.994
2 to 3	1.124	.979	1.046	1.003	1.003	.999	1.017	1.01	.982	.974	1.00
3 to 4	.972	1.007	1.029	.953	.969	.968	.973	.966	.947	.972	.973
4 to 5	.975	.996	1.043	1.000	1.011	.984	.952	1.003	.941	1.00	.946
5 to 6	.971	1.013	.928	1.000	.954	.990	.952	.971	.925	.968	.979
6 to 7	1.06	.954	1.064	.992	1.014	.996	.905	.936	.944	.990	.964
7 to 8	.952	.876	.974	.936	.976	.932	.874	.992	1.00	.985	1.003
8 to 9	1.16	1.111	1.2	1.208	1.132	.992	1.618	.999	.886	.971	.880
9 to 10	1.49	1.323	1.452	1.306	1.311	.9924	1.113	.946	1.00	1.022	.996
0 to 11	.833	.956	.935	1.006	.977	.974	.935	1.011	.988	.923	1.030
1 to 12	.91	.809	.900	.842	.909	.935	.930	.898	.949	.873	.954

Note: The ratios represent the relationship of the number of children in a given grade on October 1 to the number of children in the preceding grade one year earlier. Thus the ratio of .966 for K. to Grade I in 1951 was obtained from 285 children in Grade I, 1951 and 295 children in Kindergarten in 1950.

Table A-I-11

CITY OF ENGLEWOOD, N.J.
Annual Budget Requirements to pay Bonds and Interest
General City and School Bonds

1	2	3	4	5	6	7	8
	GENERAL CITY BONDS			SCHOOL BONDS			GRAND TOTAL Columns 4 and 7
Year	Principal	Interest	Total	Principal	Interest	Total	
1962	$ 69,000.00	$ 20,924.00	$ 89,924.00	$200,000.00	$149,284.50	$349,284.50	$439,208.50
1963	60,000.00	18,949.00	78,949.00	190,000.00	142,113.25	332,113.25	411,062.25
1964	65,000.00	17,079.00	82,079.00	180,000.00	135,372.00	315,372.00	397,451.00
1965	59,000.00	15,209.00	74,209.00	180,000.00	129,000.75	309,000.75	383,209.75
1966	42,000.00	13,455.00	55,455.00	178,000.00	122,629.50	300,629.50	356,084.50
1967	42,000.00	11,985.00	53,985.00	193,000.00	115,838.25	308,838.25	362.823.25
1968	42,000.00	10,515.00	52,515.00	193,000.00	108,897.00	301.897.00	354,412.00
1969	43,000.00	9,045.00	52,045.00	195,000.00	101,805.75	296,805.75	348,850.75
1970	40,000.00	7,541.25	47,541.25	175,000.00	94,629.25	269,629.25	317,170.50
1971	40,000.00	6,138.75	46,138.75	175,000.00	87,795.50	262,795.50	308,934.25
1972	40,000.00	4,736.25	44,736.25	175,000.00	80,958.00	255,958.00	300,694.25
1973	40,000.00	3,333.75	43,333.75	150,000.00	74,870.50	224,870.50	268,204.25
1974	30,000.00	2,126.25	32,126.25	150,000.00	69,533.00	219,533.00	251,659.25
1975	30,000.00	1,113.75	31,113.75	150,000.00	64,195.50	214,195.50	245,309.25
1976	3,000.00	101.25	3,101.25	150,000.00	58,858.00	208,858.00	211,959.25
1977				150,000.00	53,520.50	203,520.50	203,520.50
1978				108,000.00	48,786.96	156,786.96	156,786.96
1979				100,000.00	44,772.00	144,772.00	144,772.00
1980				100,000.00	40,872.00	140,872.00	140,872.00
1981				100,000.00	36,972.00	136,972.00	136,972.00
1982				100,000.00	33,072.00	133,072.00	133,072.00
1983				100,000.00	29,172.00	129,172.00	129,172.00
1984				100,000.00	25,272.00	125,272.00	125,272.00
1985				100,000.00	21,372.00	121,372.00	121,372.00
1986				100,000.00	17,472.00	117,472.00	117,472.00
1987				100,000.00	13,572.00	113,572.00	113,572.00
1988				100,000.00	9,672.00	109,672.00	109,672.00
1989				100,000.00	5,772.00	105,772.00	105,772.00
1990				98,000.00	1,911.00	99,911.00	99,911.00

Revised March 1, 1960

Appendix I

TABLE A-I-12 -

	Births		Births
1950	459	1956	419
1951	477	1957	465
1952	480	1958	438
1953	490	1959	406
1954	436	1960	392
1955	413	1961	331

Distributions of 1960 Births By Wards and Elementary Districts

	White	Negro	Total
Ward I	36	1	37
Ward II	55	6	61
Ward III	124	20	144
Ward IV	21	129	150
Total	236	156	392

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